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Seyed Hossein Fazeli, Ph.D.

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Dimensions of L2 Oral Language Performance: A Study of Complexity, Accuracy, and Fluency Development Over Time

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This study examined the developmental patterns of second language (L2) oral language performance as measured by complexity, accuracy, and fluency (CAF) and the relationship between these three variables over time. A total of 31 Japanese-L1 university students, grouped into two proficiency levels (lower and intermediate), participated in a semester-long task-based speaking course. Speaking tests involving impromptu speech tasks were administered four times over the 15-week semester, and learners' oral data were analyzed to measure CAF. The results indicated that syntactic complexity had mild growth over time, with some fluctuations. Lexical complexity showed a mild U-shaped curve with slight changes in growth. Accuracy showed U-shaped trajectories, showing a decline followed by a steeper increase over time, and fluency exhibited steady growth over time. Regarding correlations between CAF, trade-off effects were evident between lexical complexity and syntactic complexity and between lexical complexity and accuracy. We observed a positive correlation between accuracy and syntactic complexity and between fluency and syntactic complexity. Regarding the relation between fluency and accuracy, the results were mixed, and there was an observed trend towards significance between fluency and lexical complexity. The findings also indicated that lower- and intermediate-proficiency learners had similar change trajectories except for one syntactic complexity measure.

Keywords: CAF, Complexity, Accuracy, Fluency, Speaking

1. Introduction

Applied linguists use three components to evaluate second language (L2) development and proficiency; complexity, accuracy, and fluency (CAF) (e.g., Ellis, 2003; Ellis & Barkhuizen, 2005; Skehan, 1998); which, when taken together, reveal the learner's L2 mastery. Although the weighting of each component depends on learning goals and other factors, L2 lessons should be planned to allow learners to improve all three components equally. However, the developmental patterns of the CAF components are complex and learners cannot devote equal attention to every aspect (e.g., Bamanger & Gashan, 2014; Foster & Skehan, 1996; Robinson, 2003; Sasayama & Izumi, 2012). Stronger performance in one component may correspond to worse performance in another.

Skehan's (1996, 1998) limited capacity hypothesis observes that human attentional capacity is limited, so learners must choose one aspect of CAF to prioritize. This hypothesis predicts competitive relations in CAF that would prevent all three aspects from improving simultaneously. Robinson (2011) challenged this perspective with his cognitive hypothesis, arguing for a multiple-resource attentional model in which learners can access multiple attentional pools that are not in competition. Thus, learners could simultaneously improve complexity and accuracy at the expense of fluency. Skehan's and Robinson's hypotheses have been tested (e.g., Foster & Skehan, 1997; Yuan & Ellis, 2003), and trade-off effects have been identified in CAF.

However, most studies have only investigated language performance at a single time within a homogenous proficiency group. In such studies, it is difficult to observe how the aspects of CAF may change. CAF may change over time as proficiency increases, and the multiple results regarding trade-off effects could be better explained using observations of different relationships at different levels of proficiency. Cross-sectional studies of oral data from learners of differing proficiencies are often used as substitutes for longitudinal studies;

however, the efficacy of this is debatable (Larsen-Freeman & Long, 1991). Thus, studies with repeated measures are necessary to better understand CAF development (Norris & Ortega, 2009).

This study describes the development of oral performance among Japanese L2 learners in CAF. How do the aspects of CAF develop over time and interact as they develop? Do they compete? Do complexity and accuracy develop simultaneously? Is there a trade-off in CAF during L2 development? Can CAF grow without competition? Finally, is the developmental pattern complex, that is, instead of linear growth or a straightforward pattern, does the trajectory diverge from this (e.g., taking a U-shaped or zig-zag path)?

In this study, 31 Japanese-L1 university students were divided into two proficiency levels and participated in a semester-long task-based speaking course. Speaking tests (impromptu speech tasks) were administered four times. Students' speeches were recorded, transcribed, coded, and assessed to measure their CAF; these scores were analyzed to determine changes in performance over time. The interaction of CAF components over time and the effects of learner proficiency on CAF development were investigated.

2. Literature Review

2.1 *Cognitive Limitation*

Many L2 development studies have focused on the interrelationships between the CAF components (e.g., Skehan, 1998; Robinson, 2011; Norris and Ortega, 2009). Many researchers accept that learners have limited resources available for improving their CAF performance. Skehan (1996, 1998) held that because learners cannot concentrate on every aspect of CAF at once, their concentration on one draws attention away from another. Thus, if a learner's output becomes more complex, accuracy and fluency may not improve; thus, increased complexity "might be associated with lower fluency, or raised accuracy with lower complexity" (Skehan, 2015, p. 125).

Robinson's (2011) cognition hypothesis proposed a multiple-resources attentional model, where learners would not need to trade gains in attention to one aspect of production against losses in another. In this framework, complexity and accuracy are correlated, and complex tasks can enhance the development of accuracy and complexity. Robinson (2003) argued that greater functional demands of the task lead language learners to pay closer attention to language. Thus, during complex task performance, "learners attempt to achieve greater syntacticization and grammaticization of their current interlanguage" (p. 77) to meet the increased cognitive demand. Although complexity and accuracy may improve together, Robinson (1995) thought that they may not have positive relationships with fluency.

Larsen-Freeman (2006, 2009) considers CAF to be a dynamic system in the form of a set of variables that interact over time, such that language development is a dynamic and complex process. The dynamic systems theory (DST) approach regards language acquisition and development as possessing growth and decline characteristics that are influenced by many internal and external factors (e.g., de Bot, 2007, 2008; de Bot & Larsen-Freeman, 2011): the aspects of CAF develop dynamically and interactively. A change in any one component might affect the others unpredictably.

2.2 *CAF Interaction*

Empirical examinations of trade-off effects have produced inconsistent findings. Bei (2013) reported a strong correlation between fluency and accuracy but competition between accuracy and complexity. Koizumi (2005) found marginal to fairly weak correlations among syntactic complexity, accuracy, and fluency. Koizumi and In'nami (2014) reported moderate or strong positive correlations of syntactic complexity with accuracy and fluency but a weak relationship between accuracy and fluency. Yuan and Ellis (2003) showed that greater structural complexity and fewer error-free clauses appeared at the expense of fluency. However, Michel, Kuiken, and Vedder (2007) found more oral accuracy and lexical complexity, but grammatical complexity and fluency did not improve.

Most work on this subject has used a single time point; researchers working in a DST perspective have conducted longitudinal studies to assess the elements of CAF (using data largely collected from written texts). Verspoor, Lowie, and Van Dijik (2008) observed that lexical and syntactic complexity had a slightly negative correlation. Spoelman and Verspoor (2010) explored writing samples from a single learner over 3 years; they suggested that, although complexity and accuracy showed growth, the development was nonlinear rather than a complex interactional pattern among the three components. Despite this finding, Yang and Sun (2015) showed that the components of CAF, especially lexical complexity and grammatical complexity, were correlated with each other over 10 months.

Ferrari (2012) investigated the oral development of CAF in four L2 learners over 3 years using monologic and dialogic tasks. Although learners' CAF developed, trade-off effects were also observed. Additionally, each learner had a different trajectory and speed of development. By contrast, Vercellotti (2017), in a longitudinal study, found no trade-off effects, finding linear change trajectories for CAF (except for lexical aspects, which were nonlinear) over 6 months, and positive within-individual correlation results. Polat and Kim (2014) studied one uninstructed L2 learner over 12 months and found that lexical complexity increased steadily over time, syntactic complexity increased somewhat, and accuracy did not increase.

Competition among the elements of CAF has been intensively investigated, but most works hitherto have examined performance at a single point in time, not development over time; thus, additional longitudinal studies are necessary. Some researchers (e.g., Ferrari, 2012; Spoelman and Verspoor, 2010) have conducted longitudinal studies of learners' written text (e.g., Alavi & Sadeghi, 2017; Yang & Sun, 2015). Further research into the effects of modality is required to assess differences between the results from the written text and those of oral data. Kuiken and Vedder (2012) compared oral and written data and observed minor differences between the two, but Ellis and Yuan (2005) found differences were observed in all three components in a similar study: in the written data, complexity and accuracy were higher, and fluency was lower. To understand the overall development of learners' production, the progress of all components in relation to proficiency should be assessed. Observations of learners at different proficiency levels may yield differing change trajectories that complement earlier findings. Close observation of these trajectories could enable the assessment of patterns of oral development by proficiency level. Such information could enable decision-making when matching learners at different levels to tasks that suit their development.

The following research questions guided this study:
RQ1: How do the CAF of L2 speaking develop over time?
RQ2: How do the components of CAF interact with each other in the development of L2 speaking over time?
RQ3: How does learners' proficiency relate to CAF improvement in the spoken production of L2 over time?

3. Research Design

3.1 *Participants*

The participants were 31 Japanese EFL students at a private Japanese college[i]. They were in their second year (aged 19–21 years) and were streamed according to their TOEIC L&R scores[ii]. Group 1 was at a lower level, with a mean TOEIC score of 455.4. Group 2 was at an intermediate level, with a mean TOEIC of 626.8. The students in each group met for 90 minutes per week, with 15 meetings per term. Materials were provided by the school. The textbook used featured many preparation questions and exercises for the TOEIC speaking test, which all students had to take at the end of the second year.

3.2 *Speaking Tests*

Data were collected four times in the semester, roughly one month apart. An impromptu speech task was used, developed after an actual TOEIC speaking test. Students' speech was recorded during regular speaking class time in a language media lab. The participants were instructed to speak on a given topic and were given fifteen seconds to plan, following an actual TOEIC speaking test (Table 1). After recording, all data were transcribed by the Author.

Table 1. Speech topics for speaking tests

Round 1	April-17	Some people prefer to live in a small town. Others prefer to live in a big city. Which place would you prefer to live in? Give reasons or examples to support your opinion
Round 2	May-17	Some people prefer to eat at restaurants. Other people prefer to eat at home. Which do you prefer? Give reasons or examples to support your opinion
Round 3	June-17	Do you think cram schools are important? Why? Give reasons or examples to support your opinion
Round 4	July-17	Do you agree or disagree with the following statement. "Students should have part-time jobs." Give reasons or examples to support your opinion

3.3 *Self-reported Evaluation (Questionnaire)*

Beyond the speaking test, a seven-item questionnaire was presented to explore factors that might affect the results, such as individual differences (e.g., fear of making errors and task difficulty perception). Immediately after the test, students completed a self-reported evaluation/questionnaire with responses on a five-point Likert scale, shown in Table 2 (translated by the Author). The questionnaire was developed by the Author, using the Foreign Language Classroom Anxiety Scale (FLCAS) from Horwitz et al. (1986)[iii].

The questionnaire contained seven self-evaluation items on the task, anxiety, and confidence in oral performance. At the bottom of the form was an open-ended comment box where students could provide comments.[iv]

Table 2. Self-evaluation sheet

	strongly disagree	disagree	neither agree or disagree	agree	strongly agree
1. This task was difficult.	1	2	3	4	5
2. I was able to express my opinion.	1	2	3	4	5
3. I paid attention to correct pronunciation while speaking.	1	2	3	4	5
4. I paid attention to correct grammar usage while speaking.	1	2	3	4	5
5. I found myself thinking in Japanese when delivering a speech.	1	2	3	4	5
6. I felt confident when I was speaking English during the task.	1	2	3	4	5
7. I didn't worry about making mistakes during the task.	1	2	3	4	5

3.4 *Analysis*

To answer the research questions, all data were transcribed and coded into clauses (finite and non-finite clauses) and AS-units[v]. Table 3 shows a summary of the measures used to examine the CAF: 1. syntactic complexity 1. (SC1: number of words per AS-unit), 2. syntactic complexity 2 (SC2: number of clauses per AS-unit), 3. lexical complexity (LC: index of lexical diversity (D)), 4. accuracy 1 (A1: number of error-free clause per clause), 5. accuracy 2 (A2: number of errors per word), 6. fluency 1 (F1: number of words per minute), and 7. fluency 2 (F2: number of clauses per minute). During the coding, disfluency markers (e.g., filled pauses such as “uh” or “er,” repetitions, and false starts) were not counted as errors or words.

Table 3. Summary of Seven Measures

Factor	Code	Measure	Source Example
Syntactic Complexity	SC1	No. of words per AS-Unit	Mehnert (1998), Bygate (2001)
	SC2	No. of clauses per AS-Unit	Yuan & Ellis (2003), Koizumi (2005)
Lexical Complexity	LC	Index of lexical diversity (D)	Kormos & Denes (2004), Vecellotti (2017)
Accuracy	AC1	No. of error-free clause per clause	Ellis & Barkhuizen (2005)
	AC2	No. of errors per word	Takiguchi (2004), Koizumi (2005)
Fluency	F1	No. of words per minute	Koizumi & Yamanouchi (2003), Ishikawa (2015)
	F2	No. of clauses per minute	Takiguchi (2004)

Both syntactic and lexical complexity were studied. To measure SC1, the number of words per AS-unit was calculated, following Bygate (2001). The AS-unit was used instead of the T-unit or C-unit because it is more appropriate for measuring the output of lower- or intermediate-level learners (Koizumi, 2005). The number of clauses per AS-unit was chosen to determine SC2 because it relates to the complexity level of syntactic structures (Koizumi, 2005).

D, an index of lexical diversity was used for lexical complexity (Kormos & Denes, 2004). D represents the proportion of content words to total words. This value was chosen because it is assumed to be the most accurate instrument for comparing lexical diversity between texts of different lengths, even relatively short ones (e.g., Malvern et al., 2004; Johansson, 2008; Daller et al., 2003).

As in Ellis and Barkhuizen (2005), to determine the A1 rate, the number of error-free clauses was compared with the total number of clauses without counting the discourse errors

because accuracy was judged as the learner's ability to speak without errors in real-time communication (Wolfe-Quintero et al., 1998). To determine the A2 rate, the number of errors and the error rate per word, considered sensitive accuracy measures, were counted, without counting the discourse errors (Mehnert, 1998). Takiguchi (2004) and Koizumi (2005) used the same measure for their speaking performance accuracy analyses.

As in Takiguchi (2004), Koizumi & Yamanouchi (2003), and Ishikawa (2015), the speed fluency measures, F1, the number of words per minute, and F2, the number of clauses per minute, were examined. Unit length (e.g., clauses per AS-unit) was not employed as a fluency measure, assuming its greater correlation with syntactic complexity than that with fluency (Koizumi, 2005). Further, the number of words per minute is "one of the most reliable and stable measures of L2 speech fluency" (Ishikawa, 2015, p.519). Pause information was not examined in this study as it would have required a specialized tool for fine-grained analysis (Griffiths, 1991).

To observe the CAF trajectories, the mean CAF scores in each round for each group were calculated, and a one-way repeated-measure ANOVA was employed to compare the mean scores and determine the presence of any significant differences between the time points. To answer research question 2, that is, to observe the CAF construct relationships over time, within-individual correlation analyses were conducted. The results from rounds 1 to 4 for each measure were entered into the calculations, and the correlations between the trajectories were analyzed. Within-individual correlation analyses test for the presence of a link between the trajectories within individual development. To examine research question 3, that is, the proficiency effects, a two-way repeated-measures ANOVA was conducted to compare groups 1 and 2 results across the four time points. Two-way repeated-measures ANOVA is used when there are two factors (G1 and G2) and the same participants receive more than one test (1 to 4 rounds).

4. Results

4.1 *CAF Trajectories*

Complexity. Table 4 and Figure 1 display the results for SC1. For Group 1, SC1 scores decreased slightly from Round 1 to 2, improved from Round 2 to 3, and again decreased from Round 3 to 4. For Group 2, SC1 decreased from Round 1 to 2 and from Round 2 to 3. However, there was an increase from Round 3 and 4.

One-way repeated-measures ANOVA was used to compare the mean scores for each group in Rounds 1, 2, 3, and 4. For Group 1, statistically significant differences were found among the four time points ($df = 3$, $F = 5.48$, $p < .001$, $r = .79$). Post hoc comparison with Bonferroni correction showed significant differences between Rounds 2 and 3 but no significant differences between Rounds 1 and 4 ($p < .50$). For Group 2, mean scores for Rounds 1, 2, 3 and 4 differed statistically significantly among time points (df = 3, $F = 3.76$, $p < .02$, $r = .56$). Post hoc comparison using Bonferroni correction showed significant differences between Rounds 2 and 3 ($p < .001$) but no significant differences between Rounds 1 and 4 ($p < .50$).

Table 4. Means and standard deviations for Syntactic Complexity 1

	Syntactic Complexity 1							
	Round 1		Round 2		Round 3		Round 4	
Group	M	SD	M	SD	M	SD	M	SD
G1 (n=17)	8.03	2.10	7.42	1.20	9.59	2.33	8.36	1.34
G2 (n=14)	8.98	1.97	7.43	1.10	7.40	0.99	8.44	1.46
Mean	8.51	2.04	7.42	1.15	8.50	1.66	8.40	1.40

Figure 1. Trajectories for Syntactic Complexity 1

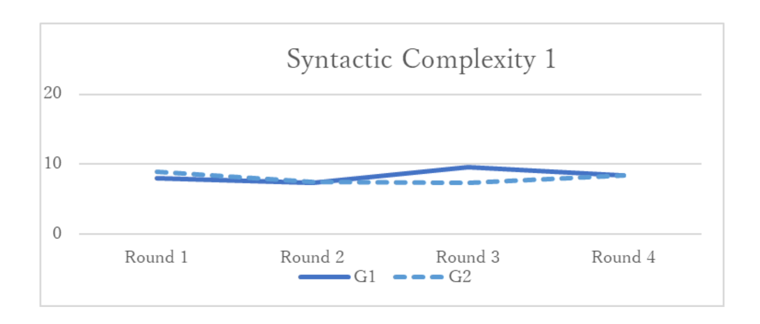


Table 5 and Figure 2 display the results for SC2. For Group 1, the mean SC2 was 1.02 in Round 1, which decreased slightly to 0.99 in Round 2 and improved to 1.39 in Round 3. It fell again to 1.20 in Round 4. For Group 2, the mean score increased linearly (M = 1.03, 1.08, 1.28, and 1.31).

One-way ANOVA was conducted to compare mean scores in Rounds 1, 2, 3, and 4 for each group. For Group 1, it was found that mean scores differed statistically significantly among time points (df = 3, F = 10.05, p < .001, r = .77). Post hoc comparison with Bonferroni correction showed significant differences between Rounds 2 and 3 (p < .001) and between Rounds 1 and 4 (p < .03). ANOVA for Group 2 found that mean scores in Rounds 1, 2, 3, and 4 differed statistically significantly among time points (df = 3, F = 6.901, p < .001, r = .70). A post hoc comparison test with Bonferroni correction showed significant differences between Rounds 1 and 4 (p < .01).

Table 5. Means and standard deviations for syntactic complexity 2

	Syntactic Complexity 2							
	Round 1		Round 2		Round 3		Round 4	
Group	M	SD	M	SD	M	SD	M	SD
G1(n=17)	1.02	0.13	0.99	0.19	1.39	0.31	1.20	0.33
G2(n=14)	1.03	0.20	1.08	0.13	1.28	0.17	1.31	0.23
Mean	1.03	0.16	1.03	0.16	1.33	0.24	1.26	0.28

Figure 2. Trajectories for syntactic complexity 2

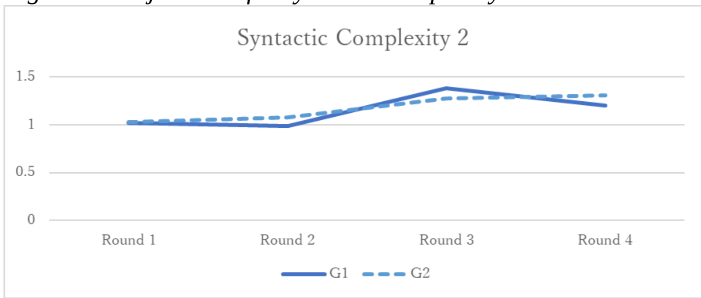


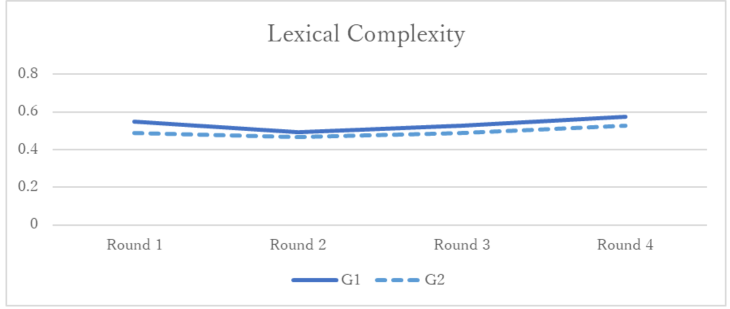
Table 6 and Figure 3 display the LC results. Group 1's mean score decreased slightly from .55 to .49 between Rounds 1 and 2. It went up from .49 to .53 between Rounds 2 to 3. Between Rounds 3 and 4, it rose from .53 to .57. The trajectory for Group 2 was similar to that for Group 1: Round 1 = .49, Round 2 = .47, Round 3 = .49, and Round 4 = .53.

One-way repeated-measures ANOVA was conducted to compare the mean scores in Rounds 1, 2, 3, and 4. For Group 1, the mean scores differed statistically significantly among the time points (df = 3, F = 4.11, p < .01, r = .58). Post hoc comparison using Bonferroni correction showed significant differences between Rounds 1 and 2 (p < .03) but no significant differences between Rounds 1 and 4 (p < .12). For Group 2, the differences between Round 1 and 4 were not statistically significant (p < .32).

Table 6. Means and standard deviations for lexical complexity

	Lexical Complexity							
	Round 1		Round 2		Round 3		Round 4	
Group	M	SD	M	SD	M	SD	M	SD
G1 (n=17)	0.55	0.06	0.49	0.07	0.53	0.07	0.57	0.06
G2(n=14)	0.49	0.13	0.47	0.06	0.49	0.10	0.53	0.05
Mean	0.52	0.10	0.48	0.06	0.51	0.08	0.55	0.06

Figure 3. Trajectories for lexcal complexity by groups

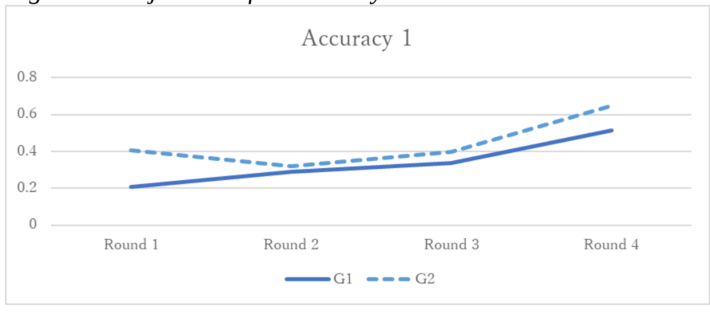


Accuracy. Table 7 and Figure 4 display the results for A1. Group 1's mean scores were .21 in Round 1, .29 in Round 2, .34 in Round 3, and .52 in Round 4. For Group 2, the mean score was .41 in Round 1, .32 in Round 2, .40 in Round 3, and .65 in Round 4.

Table 7. Means and standard deviations for accuracy 1

	Accuracy 1							
	Round 1		Round 2		Round 3		Round 4	
Group	M	SD	M	SD	M	SD	M	SD
G1 (n=17)	0.21	0.19	0.29	0.25	0.34	0.15	0.52	0.20
G2 (n=14)	0.41	0.31	0.32	0.24	0.40	0.11	0.65	0.17
Mean	0.31	0.25	0.31	0.24	0.37	0.13	0.58	0.18

Figure 4. Trajectories for accuracy 1



One-way ANOVA was conducted to compare mean scores for Rounds 1, 2, 3, and 4. For Group 1, mean scores differed statistically significantly among the time points (df = 3, F = 7.18, p < .001, r = .84). A post hoc comparison test using Bonferroni correction showed significant differences between Rounds 3 and 4 (p < .001) and between Rounds 1 and 4 (p < .001). For Group 2, mean scores differed statistically significantly among time points (df = 3, F = .6.50, p < .001, r = .68). Post hoc comparison using Bonferroni correction showed significant differences between Rounds 3 and 4 (p < .001) and between Rounds 1 and Round 4 (p < .01).

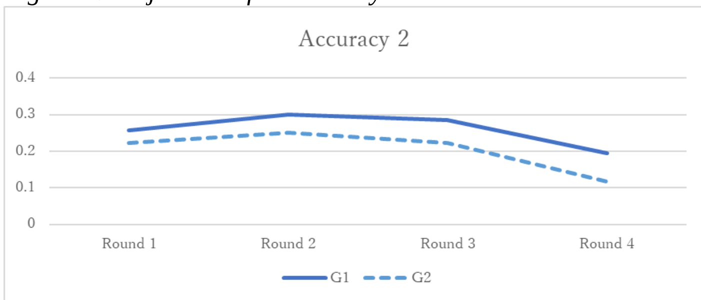
Table 8 and Figure 5 display results for A2. Group 1's mean score was .26 in Round 1, .30 in Round 2, .12 in Round 3, and .20 in Round 4. Group 2's mean score was .23 in Round 1, .28 in Round 2, .26 in Round 3, and .16 in Round 4.

One-way repeated-measures ANOVA was conducted to compare the mean scores in Rounds 1, 2, 3, and 4. For Group 1, mean scores differed statistically significantly among time points (df = 3, F = 4.50, p < .01, r = .78). Post hoc comparison with Bonferroni correction showed significant differences between Round 3 and 4 (p < .001) but no significant differences between Rounds 1 and 4 (p < .07). For Group 2, the mean scores differed statistically significantly among time points (df = 3, F = 6.521, p < .001, r = .83). Post hoc comparison with Bonferroni correction showed significant differences between Rounds 3 and 4 (p < .001) Rounds 1 and 4 (p < .01).

Table 8. Means and standard deviations for accuracy 2

	Accuracy 2							
	Round 1		Round 2		Round 3		Round 4	
Group	M	SD	M	SD	M	SD	M	SD
G1 (n=17)	0.26	0.13	0.30	0.11	0.29	0.12	0.19	0.07
G2 (n=14)	0.22	0.09	0.25	0.12	0.22	0.05	0.12	0.07
Mean	0.24	0.11	0.28	0.11	0.25	0.08	0.16	0.07

Figure 5. Trajectories for accuracy 2

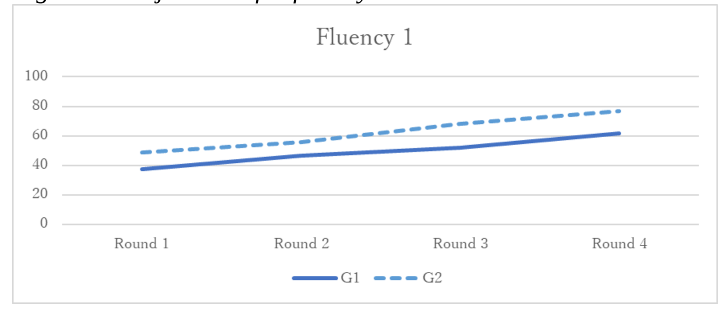


Fluency. Table 9 and Figure 6 present the results for F1. Group 1's mean score in Round 1 was 37.24 and improved by 9.29 words. From Rounds 2 to 3, it rose by 5.65 words. From Rounds 3 to 4, it rose by 9.71 words. Group 2's mean score rose from 48.93 to 55.71 between Rounds 1 and 2, improved to 68.36, and improved to 8.64 words in Round 4.

Table 9. Means and standard deviations for fluency 1

	Fluency 1							
	Round 1		Round 2		Round 3		Round 4	
Group	M	SD	M	SD	M	SD	M	SD
G1 (n=17)	37.24	11.40	46.53	14.95	52.18	14.03	61.88	12.04
G2 (n=14)	48.93	11.00	55.71	9.02	68.36	13.37	77.00	12.71
Mean	43.08	11.20	51.12	11.98	60.27	13.70	69.44	12.37

Figure 6. Trajectories for fluency 1



The results for one-way repeated-measures ANOVA showed that Group 1's mean scores differed statistically significantly among time points (df = 3, F = 10.87, p < .001, r = .89). Post hoc comparison using Bonferroni correction showed significant differences between Rounds 1 and 2 (p < .04), Rounds 3 and 4 (p < .02), and Rounds 1 and 4 (p < .001). Group 2's result for one-way repeated-measures ANOVA showed that mean scores differed statistically significantly among time points (df = 3, F = 18.29, p < .001, r = .93). Post hoc comparison using Bonferroni correction showed significant differences between Rounds 2 and 3 (p < .001), between Rounds 3 and 4 (p < .04), and between Rounds 1 and 4 (p < .001).

Table 10 and Figure 7 display the results for F2. Group 1's mean score was 4.94 in Round 1, 6.29 in Round 2, 7.82 in Round 3, and 9.06 in Round 4. Group 2's mean score was 5.86 in Round 1, 8.36 more in Round 2, 11.86 in Round 3, and 12.00 in Round 4.

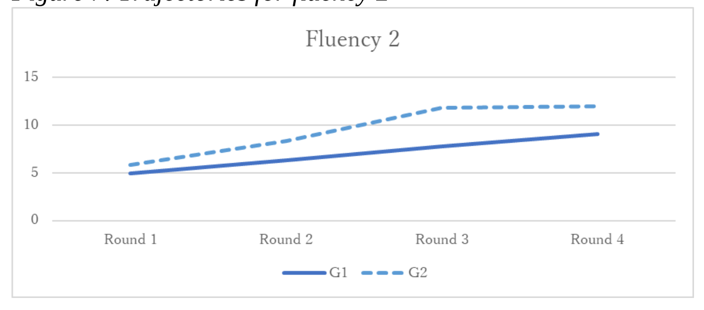
A one-way repeated-measures ANOVA revealed that mean scores differed statistically significantly among the time points (df = 3, F = 8.54, p < .001, r = .86). Post hoc comparison with Bonferroni correction showed significant differences between Rounds 2 and 3 (p < .07) and Rounds 1 and 4 (p < .001). The results of one-way repeated-measures ANOVA for Group 2 showed statistically significant mean score differences among time points (df = 3, F = 25.76, p < .001, r = .95). Post hoc comparison with Bonferroni correction showed

significant differences between Rounds 1 and 2 (p < .02), Rounds 2 and 3 (p < .001), and Rounds 1 and 4 (p < .001).

Table 10. Means and standard deviations for fluency 2

	Fluency 2							
	Round 1		Round 2		Round 3		Round 4	
Group	M	SD	M	SD	M	SD	M	SD
G1 (n=17)	4.94	2.01	6.29	2.52	7.82	2.94	9.06	3.28
G2 (n=14)	5.86	1.88	8.36	2.59	11.86	2.57	12.00	2.04
Mean	5.40	1.94	7.33	2.55	9.84	2.75	10.53	2.66

Figure 7. Trajectories for fluency 2



4.2 *CAF Interaction*

To answer research question 2, within-individual correlation analyses were conducted for groups 1 and 2, the results of which are shown in Tables 11 and 12.

Table 11. Within-individual correlations for CAF in Group 1

	Syntactic Complexity 1	Syntactic Complexity 2	Lexical Complexity	Accuracy 1	Accuracy 2	Fluency 1	Fluency 2
Syntactic Complexity 1	-----	-----	-0.39**	0.05	-0.07	0.20*	0.17*
Syntactic Complexity 2	-----	-----	-0.08	-0.02	-0.11*	0.08	0.50**
Lexical Complexity			-----	-0.47**	0.74**	0.37**	0 .10*
Accuracy 1				-----	-----	-0.29*	0 .10*
Accuracy 2				-----	-----	0.36**	0.02
Fluency 1						-----	-----
Fluency 2						-----	-----

Note: *Significant at p < 0.05 level; **significant at p < 0.01 level

For Group 1, within-individual correlation analyses found a modest negative correlation between LC and SC1 (r = -.39) and between A2 and SC2 (r = -.11). Weak positive relationships were observed between SC1 and F1 and F2 (r = .20; r = .17). SC2 and F2 were strongly correlated (r = .50).

LC had a strong negative correlation with A1 (r = -.47) and a positive one with A2 (r = .74). LC and F1 and F2 showed positive correlations (r = .37; r = .10).

Correlation analysis showed a weak negative relationship between A1 and F1 (r = -.29) but a positive relationship with F2 (r = .10), along with a modest positive relationship between A2 and F1 (r = .36).

Table 12. Within-individual correlations for CAF in Group 2

	Syntactic Complexity 1	Syntactic Complexity 2	Lexical Complexity	Accuracy 1	Accuracy 2	Fluency 1	Fluency 2
Syntactic Complexity 1	-----	-----	-0.24*	0.13*	0.04	0.30**	-0.13*
Syntactic Complexity 2	-----	-----	-0.39**	-0.02	-0.28*	0.04	0.52**
Lexical Complexity			-----	-0.21*	0.36**	0.03	-0.08
Accuracy 1				-----	-----	0.01	-0.07
Accuracy 2				-----	-----	0.22*	-0.01
Fluency 1						-----	-----
Fluency 2						-----	-----

Note: *Significant at p < 0.05 level; **significant at p < 0.01 level

For Group 2, a negative relationship was seen between SC1 and LC (r = -.24) and between SC2 and LC (r = -.39). A weak positive relationship between A1 and SC1 (r = .13) and a negative one was seen between SC2 and A2 (r = -.28). A modest positive correlation was seen between SC1 and F1 (r = .30) but a weak negative one between SC1 and Fluency 2 (r = -.13). SC2 and F2 were strongly correlated (r = .52).

LC had a weak negative correlation with A1 (r = -.21) and a mild positive relationship with A2 (r = .36). No meaningful result was seen between LC and F1 or F2.

The analysis showed a mild correlation between A2 and F1 (r = .22). There was no correlation between A1 and F1 or F2.

4.3 *Proficiency Effects*

To examine research question 3, a two-way repeated-measures ANOVA was conducted. Table 13 shows significant differences between Groups 1 and 2 in SC1 (df = 3, F = 5.61, p < .001, r = .81). On other measures, no statistically significant differences were seen between the two groups.

Table 13. Differences between Group 1 and 2 across the four time points

	F	*p*	*r*
Syntactic Complexity 1	5.61	0.00	0. 81
Syntactic Complexity 2	1.52	0.21	0.58
Lexical Complexity	0.26	0.86	0.28
Accuracy 1	1.05	0.38	0.28
Accuracy 2	0.33	0.80	0.51
Fluency 1	78.97	0.54	0.32
Fluency 2	13.88	0.61	0.98

Note: df=3

4.4 *Self-reported Evaluation (Questionnaire)*

A seven-item questionnaire was used to explore other factors that might affect the results of the above CAF data. Tables 14 and 15 display the results of students' self-reported evaluations.

Table 14. Self-reported evaluation for Group 1

	Round 1		Round 2		Round 3		Round 4	
	M	SD	M	SD	M	SD	M	SD
1. This task was difficult.	3.26	1.10	2.95	1.03	2.94	1.00	3.37	1.01
2. I was able to express my opinion.	2.74	0.87	3.11	0.81	3.39	0.78	3.47	0.77
3. I paid attention to correct pronunciation while speaking.	2.89	0.94	2.84	0.69	3.17	0.71	3.63	0.90
4. I paid attention to correct grammar usage while speaking.	2.47	0.77	2.58	0.61	2.83	0.79	3.37	0.68
5. I found myself thinking in Japanese when delivering a speech.	2.89	1.56	2.47	1.47	2.50	1.42	2.37	1.26
6. I felt confident when I was speaking English during the task.	2.00	1.11	2.32	0.67	2.56	0.62	2.89	0.74
7. I didn't worry about making mistakes during the task.	2.95	0.97	3.21	1.08	3.33	0.97	3.42	1.02

Table 15. Self-reported evaluation for Group 2

	Round 1		Round 2		Round 3		Round 4	
	M	SD	M	SD	M	SD	M	SD
1. This task was difficult.	3.05	0.91	3.06	0.80	2.89	0.96	3.11	1.20
2. I was able to express my opinion.	2.79	0.98	3.44	0.78	3.44	0.92	3.58	0.96
3. I paid attention to correct pronunciation while speaking.	2.79	1.18	2.89	1.02	2.83	0.79	3.05	0.78
4. I paid attention to correct grammar usage while speaking.	2.58	1.07	2.72	0.96	3.06	0.94	3.26	0.73
5. I found myself thinking in Japanese when delivering a speech.	2.05	1.31	2.44	1.10	1.89	1.13	2.21	1.23
6. I felt confident when I was speaking English during the task.	2.53	1.17	2.89	0.96	3.11	0.76	3.21	1.03
7. I didn't worry about making mistakes during the task.	3.42	1.22	3.50	1.29	3.89	1.13	3.95	1.03

Group 1 students felt that the task became easier and that they were better able to convey their messages as time passed, although one-way ANOVA found that these differences were not significant ($df = 3$, $F = .89$, $p < .45$, $r = .48$; $df = 3$, $F = 2.51$, $p < .07$, $r = .68$). Level of attention to pronunciation dropped slightly between Rounds 1 (M = 2.90) and 2 (M = 2.84) but rose gradually from Rounds 2 to 4 (M = 3.63). One-way ANOVA showed that differences were statistically significant ($df = 3$, $F = 2.98$, $p < .04$, $r = .71$), but post hoc comparison with the Bonferroni correction showed no significant differences between any pair of time points. Attention to syntax improved significantly, with positive linear growth from Rounds 1 to 4 ($df = 3$, $F = 2.61$, $p < .001$). Post hoc comparison with the Bonferroni correction showed significant differences between Rounds 1 and 4 ($p < .01$) and between Rounds 2 and 4 ($p < .01$). The ability to retrieve correct English words was nonlinear and showed no statistically significant differences ($df = 3$, $F = 1.22$, $p < .62$, $r = .54$). Students' confidence in speaking English improved significantly on a positive linear trajectory as mean scores improved over time (2.00–2.32–2.56–2.90). One-way ANOVA found that the differences were statistically significant ($df = 3$, $F = 2.05$, $p < .04$, $r = .64$), but post hoc comparison using the Bonferroni correction showed no significant differences between any of the time points. The students' scores for anxiety about making mistakes improved as well, from 2.95 in Round 1 to 3.21 in Round 2, 3.33 in Round 3, and 3.42 in Round 4. This time, however, the differences were not statistically significant ($df = 3$, $F = .43$, $p < .73$, $r = .36$).

The results for the two groups were similar. Group 2 found the task least difficult at Round 3, but the differences were not statistically different ($p < .87$, $r = .27$). The attention to context improved over time in a statistically significant pattern ($df = 3$, $F = 3.04$, $p < .04$, $r = .71$), tracing positive linear growth, but post hoc comparison with Bonferroni correction presented no significant differences for any time point. The attention to pronunciation of both Groups 1 and 2 was nonlinear, moving up and down without significant differences ($df = 3$, $F = .31$, $p < .82$, $r = .31$). As time passed, students paid more attention to grammar, as is seen in the growth of mean scores (2.58–2.72–3.06–3.26); the difference was not statistically significant ($df = 3$, $F = 2.68$, $p < .05$, $r = .69$). Both groups' developmental pattern for retrieving English words was nonlinear; ANOVA indicated no significant difference ($df = 3$, $F = .80$, $p < .50$, $r = .46$). Confidence in speaking English and level of anxiety about making mistakes showed positive linear growth over time. One-way ANOVA indicated that the difference was not significant ($p < .27$, $r = .56$; $p < .41$, $r = .50$).

5. Discussion

5.1 *CAF trajectories*

The first research question concerned developmental patterns in CAF. The examination of SC1 found Group 1 with a nonlinear trajectory characterized by fluctuations, and Group 2's trajectory had a mild U-shape curve. However, according to the results of the post hoc test, there were no differences for SC1 in either group, except between rounds 2 and 3, when G1's score improved but G2's score decreased. Some ups and downs were seen for Group 1 and some changes for Group 2; however, except between Rounds 2 and 3, these rates were too small for a change in competency to be established for either group for SC1. The differences between Rounds 2 and 3 could have been because of the prompt type because, for the first, second, and fourth prompts, the speakers were asked to compare two options, whereas, for the third prompt, the speakers had to answer a simple yes/no question without any options. Therefore, the speakers, possibly making them perform differently or produce different utterances, might have perceived the third prompt differently.

The measurement for the rate of clauses per AS-unit (SC2) indicated some improvements in both groups. Although they showed slightly different trajectories, over time, the students in both groups were able to make more complex sentences.

Most differences were not statistically significant, but both trajectories (SC1 and SC2) showed mild fluctuations for Group 1. To identify factors that could have affected the results, students' self-evaluations were examined. In the Round 1 open-ended comment box, one student wrote (translated by the Author), "There are many things I wanted to say, but I could not explain them in detail." Then, in Round 2, she wrote, "Compared to Round 1, I think I did better because I just tried to push out all my thoughts as much as possible." In Round 3, she stated, "I wasn't able to express what I wanted to say. The sentences are always short. I had a hard time." Finally, in Round 4, she explained, "This is very difficult, and I'm not good at it. To overcome anxiety, I would like to continue and do whatever I can." This student's perceived competence was not consistent over time but showed some fluctuations. As Norris and Ortega (2009) showed, learners' willingness to communicate and their performance may be correlated. Overall, a mild positive growth was seen in syntactic complexity for both groups.

The change trajectories in lexical complexity for both groups showed a U-shaped curve. The overall development was mild, and slight changes in growth were observed. No significant changes over time were seen in the self-evaluation of the retrieval of lexical items. The mean scores remained about the same for both groups, meaning that the level of effort for retrieving varied lexical items remained the same over time. Thus, lexical complexity may not be related to the retrieval of lexical items but in some way to learners' lexical repertoires.

Students' accuracy showed a U-shaped trajectory for both groups, with a decline followed by a steep increase. The scores for anxiety regarding making mistakes improved over time (in Round 1, students were more afraid of making errors than they were later). In the early stages, therefore, students might have avoided making mistakes due to anxiety. Over time, as this anxiety decreased, they produced more sentences with content, improving their content scores, leading to more errors than before. Still later, however, the number of errors decreased. As their error anxiety scores were lower in the later stages, it is possible that an increased scope could be seen for attention to grammar. The data from this study do not support Seo and Eo (2011), who found that as proficiency improved, accuracy declined.

In addition, the developmental path the learners followed was not consistent with that in Larsen-Freeman's (2006) longitudinal study, where more irregularity was found in accuracy than fluency or complexity. Larsen-Freeman argues that the "development of accuracy is not discrete and stage-like but more like the waxing and waning of patterns" (Larsen-Freeman, 2006, p. 590).

Both F1 and F2 showed a positive linear change for the two groups. The questionnaire results indicate that students' confidence in speaking significantly improved on a positive linear trajectory, with mean scores improving over time (2.00–2.32–2.56–2.90). These data show a perfect positive correlation between the developmental path of fluency and students' confidence in speaking (i.e., higher confidence scores mean higher fluency scores). As McIntyre and Gardner (1994) indicate, foreign language anxiety has a strong connection with L2 learning. According to Totb (2014), fluency is the most conspicuous speech characteristic that distinguishes L2 learners with a high level of anxiety from those with a lower one. In addition, because fluency is defined by how fast the learner speaks without showing dysfluency markers (Wolfe-Quintero et al., 1998), many studies (e.g., Freed, 2000; Koizumi, 2005; Kormos & Dénes, 2004; Skehan & Foster, 1999) consider disfluency markers to indicate lack of fluency. However, the number of dysfluency markers observed did not show the same developmental pattern as learner fluency in this study, which appears to contradict the trade-off claimed by Robinson (2001, 2003, 2005) and Yuan and Ellis (2003). Given the U-curved development patterns (Group 1: 3.63–6.39–5.89–5.62; Group 2: 7.56–8.94–13.79–11.35) correlated with accuracy patterns in this study, dysfluency markers should be considered possible markers of accuracy.

5.2 *CAF Interaction*

This study found lexical complexity was negatively correlated with syntactic complexity and accuracy for both groups but positively correlated with fluency, contradicting Skehan (1996), Michel et al. (2007), and Vercellotti's (2017), among others. According to Michel et al. (2007), complex tasks generate more accuracy and lexical complexity but not grammatical complexity. This study supports their view of the relationship between lexical richness and syntactic complexity. More attention to lexical items probably led to longer and faster utterances but also less complex and accurate production. In Vercellotti's (2017) longitudinal study, lexical variety was positively correlated with accuracy, grammatical complexity, and fluency. She also claimed that lexical variety could measure learners' general proficiency. However, here, lexical complexity was negatively correlated with other CAF components, except for fluency. Moreover, according to McWhinney (2001), as lexical items are activated and retrieved before sentence production rather than during sentence formulation, the retrieval of varied lexical items should not affect syntactic complexity. In the results of learners' vocabulary retrieval from the self-evaluation questionnaire, the perception of the difficulty of word retrieval did not change over time. Thus, lexical complexity appears to be more closely correlated with the learners' lexical repertoire than with their retrieval. In any case, lexical complexity was found here to be negatively correlated with syntactic complexity and accuracy for both groups, meaning that the more that a learner's lexical variety increased, the more likely it was that the learner would fail at or abandon the production of complex and accurate sentences but gain fluency nevertheless.

Robinson (1995, 2001, 2003, 2005) found that complexity and accuracy are correlated and should increase or decrease simultaneously. However, other researchers (e.g., Bygate, 2001; Skehan and Foster, 1997) found that complexity and accuracy compete with

one another. Benevento and Storch (2011) observed improvements in language complexity of writing in secondary school L2 learners but no significant improvements in accuracy over some time. This study partially supports Robinson's hypothesis. In particular, A1 was positively correlated with syntactic complexity, and A2 had a negative correlation with syntactic complexity. In other words, as learners became able to produce more accurate outputs, their utterances became increasingly complex; that is, they produced more complex utterances with no loss of accuracy.

According to Robinson (1995, 2001, 2003, 2005), accuracy and complexity progress at the expense of fluency. Skehan (1996), however, suggests that these variables compete for attentional resources. The results of this study, however, differ from these findings. Although F2 in Group 2 had a weak negative correlation with SC1, a strong tendency for a positive correlation was seen between fluency and complexity, accompanying a highly significant relation between F2 and SC2 in both groups. F1 and SC1 were also positively correlated for both groups, meaning that learners were likely to use more complex structures as they produced more words.

The results for the relationship between fluency and accuracy were mixed. For Group 1, there was a weak negative correlation between F1 and A1 and a mild positive correlation between F1 and A2, indicating that the more that learners spoke, the more likely they were to make errors. Conversely, however, a weak positive correlation was seen between F2 and A1 for the same group. Moreover, in Group 2, a positive correlation was observed between F1 and A2, meaning that the more words the learners produced, the greater their inaccuracy. Although it might be thought that learners cannot be fluent and accurate at the same time, these results indicate that there is no strict trade-off, as claimed by Robinson (2001, 2003, 2005) and Yuan and Ellis (2003). At the same time, we cannot support Vercellotti's (2017) conclusions, as our results were insufficiently clear, and the relationship between fluency and accuracy did not reach significance. To better understand the relationship between fluency and accuracy, results with more dynamic descriptions are required (Larsen-Freeman, 2006). For example, more detailed aspects of performance, considered via an in-depth analysis of quantitative data focusing on individual differences, may help identify the relationship more accurately. Kormos (1999) reported a mixture of qualitative and quantitative observations using interviews and questionnaires to determine whether differences in individual speaking tendencies such as "monitor under-user" or "monitor over-user"[vi] were reflected in differences in oral production. She concluded that monitor over-users spoke much less fluently and rephrased themselves more than monitor under-users. Moreover, monitor over-users used disfluency markers such as self-correction less frequently. According to the self-evaluations in this study, decreased anxiety regarding the commission of errors resulted in more utterances and errors over time. Learners' scores for attention to grammar usage also improved over time; however, this resulted in additional dysfluency markers with self-corrections and more utterances. These results suggest that researchers should not neglect the impact of individual differences.

5.3 *Proficiency Effects*

The third research question investigated the proficiency effect, namely, whether learners' proficiency levels influence CAF development. Do learners with lower proficiency levels have steeper rates of improvement because of their larger room for growth, or do they experience cognitive overload, which slows their growth? It was found here that the CAF developmental pattern for lower proficiency students was identical to that of higher proficiency students, except in the case of SC1, which indicated a salient difference in Round

3 for both groups. The complexity score for Group 2 (Intermediate) decreased in Round 3, but it remained about the same for Group 1.

This finding may be caused by the degree of cognitive task complexity owing to the results of the self-evaluation questionnaire. The mean task difficulty score in Round 3 decreased for the intermediate-level students (i.e., the students did not find the task as difficult). Robinson’s cognition hypothesis proposed that a cognitively demanding task would result in greater complexity in L2 production. According to Ishikawa (2007), the participants involved in a more complex task (−here and −now) obtained higher performance in syntactic scores than the participants involved in a less complex task. Therefore, decreased syntactic complexity in learners’ L2 production could have occurred in response to a relatively less demanding task.

The results of the current study suggest that L2 learners at low and intermediate proficiency levels follow the same pattern of CAF development. At the same time, there may be a relationship between CAF development and task complexity. To that end, it is important to take proficiency effects and task types into consideration when observing CAF development, because proficiency may interact with the cognitive demands imposed by task complexity (Robinson, 2005; Sasayama, 2016). Sasayama (2016) suggested that learner proficiency mediates cognitive complexity; learners at different proficiency levels devote the same attentional resources to performing the same tasks, but they both perform them differently and perceive the tasks differently due to the difference in cognitive load.

6. Conclusion

This study examined developmental patterns in oral language performance as measured by CAF and the relationship between these three variables. Proficiency effects of longitudinal improvement in CAF were also examined. The participants were 31 Japanese-L1 university students. An impromptu speech task was administered four times, and the students’ speech was recorded, transcribed, coded, and analyzed to measure CAF.

Complexity saw a mild growth over time, with some fluctuations. Accuracy had U-shaped trajectories, and fluency grew linearly over time. Moreover, some results concerning the correlations among CAF were congruent with those of previous empirical research, while others were not. Widely known trade-off effects between lexical and syntactic complexity and between lexical complexity and accuracy were evident, as predicted by Skehan’s limited capacity hypothesis (1988). However, accuracy and syntactic complexity were correlated, supporting Robinson (2001, 2003, 2005). However, these results partially refute Robinson, as fluency and syntactic complexity displayed positive correlations. The relationship between fluency and accuracy was unclear. It was suggested that other factors, such as individual differences may affect learners’ oral production. For the proficiency effect, it was found that both student groups had similar change trajectories, except for SC1.

This study had limitations that could be compensated for by further research. First, the number of participants was relatively small, requiring a large-scale study to confirm the findings. Second, the research was limited to learners at the lower and intermediate levels, so other levels should be investigated. Third, the overall findings may have been affected by other factors, such as the curriculum, pedagogical approach, and type of task. Fourth, although the observations spanned 3 months, even longer observation periods could yield different change trajectories that merit further research. Fifth, this study adopted seven measures; however, some other measures, such as mean length of pause [MLP] for fluency,

should be used to enhance the findings of this study. Finally, the impact of individual differences remains little known. Although quantitative data and traditional statistics may provide figures that are useful for identifying overall tendencies, it is necessary to conduct more in-depth, detailed observations using interview methods to understand L2 learners' CAF development. Individual learners' experiences may differ from those that would be expected from typical development patterns.

[i] The participants were from the Department of Airlines and studying different aspects of the airline industry. They were split into two proficiency groups at the beginning of the semester on the basis of their TOEIC L&R scores. While the two groups attended different classes, they learned the same content from the same teacher using the same textbook. The school curriculum design limited the number of students in each class to no more than 30; therefore, because there were more than 50 students in the junior year, the school split them into two classes based on their lower and intermediate proficiency levels. Although their levels differed, the students' English language learning backgrounds were similar; they had studied English as a subject in junior high and high school for 6 years mostly through the grammar-translation method and audiolingualism. In the college, the students followed the same curriculum for the two-year course; however, there was no English class in the first year. In the second year, a speaking class was offered, the only available English class.

The lessons were conducted by a Japanese bilingual teacher using both English and Japanese; however, the students were encouraged to speak English as much as possible in the class. The teacher conducted various tasks in each class (see Appendix 1 for detail). As the aim of the course was improving the students' overall speaking skills, the teacher planned the lessons, such that students could improve all CAF components; that is to say, the teacher did not explicitly focus on one CAF component.

Pair and group work activities were used throughout the course to alleviate the students' English speaking anxiety, and as a move away from the traditional evaluation system, there were no midterm or paper exams so that the learners could overcome their fear of speaking. Students were given a speech topic homework assignment every other week throughout the term and were given two weeks to write a script and practice delivering the speech at home; however, this was the only time the use of English outside the class was encouraged.

[ii] The Test of English for International Communication (TOEIC) Listening/Reading (L&R) is a 180-minute English language listening and reading test run by the Educational Testing Service (ETS). The TOEIC has been widely used for recruitment, training, and student placement in Japan. Although the TOEIC L&R is designed to measure listening and reading abilities, previous studies (Liu & Costanzo, 2013; Koizumi, 2015; Kanzaki, 2020) found a significant correlation between TOEIC L&R test scores and TOEIC Speaking test scores (a computer-based test to measure speaking skills).

[iii] The FLCAS was referred to in this study because it has been considered the most reliable and valid method to have been used by many researchers (e.g., Horwitz et al., 1986; Tallon, 2009). Original version consists of 33 items, but the questionnaire for this study consists of 7 items because the questionnaire was conducted during regular class time, along with the speaking test, and it was assumed that investing too much time in the questionnaire was not a good idea. In addition, although individual differences, of course, can affect L2 performance, this study mainly considers the CAF development using quantitative evaluation.

[iv] Please note that a question related to the self-report evaluation (questionnaire) was not included as a research question for the following reasons. 1. Although individual differences, such as the anxiety associated with making errors, can affect L2 performance, this study was focused on quantitatively evaluating CAF development. 2. Given the multiple variables (time and proficiency level) that could have affected the dependent variable, adding another factor would further complicate the study and was thus eschewed; that is to say, the method and analysis may have become too complicated. 3. It could be argued that oral performance development can only be accurately measured by considering

individual differences; however, observing these relationships was beyond the scope of this study. Therefore, it was considered more suitable to use a questionnaire to gain supplementary information that would complement the data interpretation. This study did not specifically examine the questionnaire validity for the same reason.

[v] The clausal definitions were based on Foster et al. (2000). An AS-unit (analysis of speech unit) refers to an utterance consisting of an independent clause or a sub-clausal unit plus any subordinate finite or nonfinite clauses (Foster et al., 2000). The analysis allows for the isolation of one or more phrases without a verb that could be elaborated as a full clause with communicative value.

The following are several examples:

1. Where did you put the book? (1 clause, 1 AS-unit)
2. On the table. (0 clause, 1 AS-unit)
3. Because it is expensive. (1 clause, 1 AS-unit)
4. You should stop fooling around. (2 clauses, 1 AS-unit)
5. Yesterday, book on the table. Today, book in the bag. (0 clause, 2 AS-unit)
6. I like this book because it is interesting. (2 clauses, 1 AS-unit [this can be counted as two AS-units depending on intonation and pausing.])

Various recent spoken data studies have used AS-unit analyses because they are applicable to the complex realities in L2 learners' oral transcripts. This study adopted AS-unit analyses for this reason.

[vi] These are notions from Krashen (1978): Monitor under-users tend to be concerned with speed and fluency but not errors. On the contrary, monitor over-users tend to be concerned with form, which, when coupled with anxiety, impedes fluency.

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Appendix 1: Class syllabus

Class	Date	Class schedule	Homeword	Speaking Test
Class 1	11-Apr	Introduction Ice-breaking activities/Introducing yourself		
Class 2	18-Apr	TOEIC Speaking Sample Test/Pronunciation Practice Section 1: Reading Alound/criteria/recording&assessing	Give Homework 1	Round 1
Class 3	25-Apr	Homework check (speech) Section 1 review/ Best Announcer Award Pausing, intonation, assiilation, linking, fragments		
Class 4	9-May	Section 2: Picture description/criteria/recording&assessing	Give Homework 2	
Class 5	16-May	Homework check (speech) Section 2 reveiw Retelling the picture, Concentration, Best Picture Game		Round 2
Class 6	23-May	Section 3: Respond to questions/criteria/recording&assessing	Give Homework 3	
Class 7	30-May	Homework check (speech) Section 3 Review/Quick Response QA/Interview game(pair&group)		
Class 8	6-Jun	Section 4:Make your own chart & create own qestions/criteria/recording&assessing	Give Homework 4	
Class 9	13-Jun	Homework check (speech) Section 4 Review/Make your own chart & create own qestions		Round 3
Class 10	20-Jun	Section 5: Propose a solution/criteria/recording&assessing	Give Homework 5	
Class 11	27-Jun	Homework check (Speech) Sction 5 review/ Proposal chart,Giving advice game (cell phones), Retelling game		
Class 12	4-Jul	Section 6: Making a speech/criteria/recording&assessing	Give Homework 6	
Class 13	11-Jul	Homework check (speech) Sample TOEIC Speaking Test (Speaking Computer Lab) Discuss your performance as a group		
Class 14	18-Jul	Group Interviews		Round 4

The Ideological Manifestation of Transitivity Process: A Critical Stylistic Analysis

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Ideology is a mental framework that is constructed, communicated, negotiated, and reproduced by means of language, including the transitivity process. As a typical grammatical phenomenon, the transitivity process is implied in four basic processes: relational, mental, material, and verbalization. The current paper detects the ideological implication of these four processes in Walker's novel The Color Purple, which deals with African-American women's persecution. The study aims to show how this concept is represented through the four categories of transitivity process. Additionally, it aims to reveal the ideological impact of the transitivity process in Walker's novel. The extracts that clearly show men's oppression of women are analyzed using Simpson's (1993) transitivity model, which is included in Jeffries' (2010) framework. The researchers find out that Alice Walker uses the four categories of transitivity with different circulation to refer to black women's oppression, which is implemented by even those who belong to the same race (black). Furthermore, mental and material processes are primarily used to deliver negative and contradictory ideologies that accompany women's percussion. These ideologies are man's dominance and woman's submission. Moreover, relational and verbalization processes are dedicated to offering a hint at women's individuality and freedom. This in turn reflects Walker's optimism and hope that women's percussion will soon have no survival in their society.

Keywords: Transitivity, Alice Walker, Oppression, Ideology, Critical Stylistic

1. Introduction

Critical stylistics refers to an approach of language analysis connected with the British researcher Lesley Jeffries (2007) who studies the impact of female's ideologies in society. According to Coffey (2013), critical stylistics delivers the lacking associations between stylistics that deals with the textual choices and critical discourse analysis which involves ideology. Jeffries (2010) offers a pattern of regular toolkits dedicated to uncover the ideologies which lie behind the producer's language. In Asensio's view (2016), the basic concern in critical studies is ideology which is rooted in the discursive practices. He adds (2016) that it is the researcher's part to define the means where language and ideology relate. For Jeffries (2010, p. 5), the term 'ideology' denotes "those ideas that are shared by a community or society […] are a very important aspect of the world that we live in, and they are, of course, communicated, reproduced, constructed and negotiated through language." Transitivity process is one of the linguistic practices that is implemented by writers to achieve an ideological impact in the text. Simpson (1993, p. 88) mentions that transitivity shows how the clause symbolizes meaning. This meaning represents Halliday's ideational metafunction that describes "experience" in terms of "processes" whether states of being, events, or actions as in: *The shop is down* (state); *The house burned* (event); *The player kicked the ball* (action). Jeffries (2010, p. 50) elaborates more on transitivity and states that it concerns with the textual meaning which illuminates the structures meaning. She confirms the fact that textual meaning has the same importance of form in language. The current paper displays how transitivity process assists in exposing the hidden ideologies that go hand in hand with woman's oppression. The American feminine novel *The Color Purple* is chosen as a sample for analysis in this study. In this work, Alice Walker presents a portrayal of African-American women who are maltreated and abused by even those men who belong to the same race (black). Thus, the researchers seek to find answers to the following questions:

1- How is transitivity process as a conceptual tool represented in *The Color Purple*?

2- What is the most/ least process of transitivity that signifies women's oppression in the novel?

3-What is the ideological implication of transitivity in the selected data?

Aims of the Research

The study aims at:

1- Identifying the categories of transitivity process employed by Alice Walker to reveal woman's oppression in the data under scrutiny.

2- Pointing out the most/least process of transitivity that is utilized in *The Color Purple* to echo the concept under investigation.

3- Uncovering the hidden ideology (ies) that lie behind the novelist's language.

The next subsections present review of literature regarding the issue of transitivity process and woman's oppression. Then, an explanation of Simpson's model (1993) of transitivity, methodology and data analysis are introduced. Finally, discussion of results and conclusions are offered.

2- Review of Literature

Transitivity process is one of the toolkits contained in Jeffries framework (2010) that has a crucial ideological impact in any discourse no matter what its genre is, i.e. political, literary, media ,…etc.. The significance of transitivity is revealed in critical discourse study as well as stylistics which are based on the textual meaning. This explains why transitivity process is engaged in these two fields namely: stylistics and critical discourse analysis. Coffey (2013, p.72) adds that the ideational function in the clause has a close connection with the participants' implication. Thus, it is possible to utilize transitivity for detecting writer's ideologies in any text. Likewise, Jeffries (2014b, p. 413) mentions that the speaker's choice for a specific verb may change the hearer's opinion towards a certain issue. Various studies have utilized transitivity as an analytical tool for examining and comprehending the typical meaning that is determined via linguistic patterns. Examples of these studies are those which are carried out by Sharififar & Rahimi (2015) and Zhang (2017). The concept of woman's percussion so far has been tackled by some researchers like Aksehir (2017) and Srinivas (2016) who have examined woman's oppression from literary or psychological perspective. Still, to the best of the researchers' knowledge, no previous study has tackled this concept with reference to transitivity process. Consequently, to enrich the linguistic arena of transitivity process with new data for analysis and fill in the gap existing in the literature linked with this issue of woman's oppression, this paper is conducted.

3- *Representing Actions/ Events and States Tool*

Jeffries (2010) illuminates that it is possible for a speaker to expose a problem as a state of affairs in a present simple tense, an event in a present progressive, or an action in a present perfect. She prefers Simpson's (1993) model of transitivity because she believes that this model is more operational than Halliday's (Halliday and Matthiessen, 2004). The transitivity processes stated in his model are verbalization process, mental cognition process, material action process, and relational process. Jeffries (2010, p. 42) considers verbalization process to be a way of referring to an action achieved by a human actor. In this aspect, verbalization is similar to the material process which is performed by a human actor. The participants of verbalization process are the sayer, some verbiage which is not often present,

and a target. Regarding relational process, it reveals the stable bond between carriers and attributes. For mental process, it takes place in human minds. It is subdivided into: mental cognition like thinking, remembering, realizing, ….etc., mental reaction such as hating, liking…..etc., and lastly mental perception which covers hearing, sensing, seeing…etc. The four processes of transitivity are outlined in the table below with some examples:

Table 1

The Models of Transitivity after Simpson (1993)

The process	Participants	Sub categories
Verbalization Process	Sayer, Verbiage, Goal (e.g., The mother said John was not here)	
Mental Process	Senser, Phenomenon	- Cognition (e.g., She considered the issue) - Reaction (e.g., He dislikes this subject at school!) - Perception (e.g. I taste the soup)
Material Process	Actor, Goal	- Intention(e.g., He kicked the ball) - Supervention (e.g., my son fell down) Event (e.g., Her house burned)
Relational Processes	Carrier, Attribute	- Intensive (e.g., He is my nephew) - Possessive (I have a cat) - Circumstantial (The shops are near)

3. Methodology

3.1. Data Description

The modernist feminine novel *The Color Purple* is chosen as a sample for the current study because it is one of Walker's prominent novels; It has gained Pulitzer Prize in 1982. Therefore, *The Color Purple* has a crucial value and an actual influence in American fictions.

3.2. The Nature of the Present Study

The researchers adopt a blending method of qualitative and quantitative approaches in the analysis. In Fuentes' view (2008, P.1592), this mixture of approaches give "richer detail than either method can generate alone." For the present paper, qualitative approach is utilized by investigating the categories of transitivity process mentioned in Simpson's model (1993) that represent women's oppression in the text. Further, content analysis is the tool for the quantitative approach. It is, according to Krippendoff (1980, p. 21), "a research technique for making replicable and valid inferences from data to their context". In content analysis, Neuendrof (2002, p. 5-7) states, the frequencies of words are detected to gain further interpretations. Consequently, some statistics are offered to support the qualitative method and lead the researchers for more explanations and conclusions.

3.3. The Procedures of Analysis

In order to accomplish a comprehensible procedure of analysis, the researchers shape the analysis as the succeeding list displays:
1. Examining cautiously the concept of women's oppression throughout the novel.
2. Electing the extracts that greatly employ woman's oppression.
3. Illuminating the textual meaning by explaining the link between transitivity process exemplified through various sets of verbs and the textual meaning.
4. Explaining the themes explored through transitivity process which then lead to uncover the hidden ideologies that accompany woman's oppression.

4. Data Analysis

The extracts that are chosen for the analysis in *The Color Purple* are the speculations of mainly female characters. The characters are Celie who is the heroine in the novel, Celie's mother, and Sofia who is Celie's step daughter. In these extracts, women's oppression is recognized from a critical stylistic viewpoint employing the transitivity process. Some samples are offered next:

Extract 1

In her letter to God, Celie mentions an incident that has taken place between her mother and her step-father:

"Last spring after little Lucious come I heard them fussing. He was pulling on her arm. She say It too soon, Fonso, I ain't well. Finally he leave her alone. A week go by, he pulling on her arm again. She say Naw, I ain't gonna. Can't you see I'm already half dead, an all of these chilren." (p. 17)

The first oppressed woman presented in *The Color Purple* is Celie's mother who is mentioned exclusively in this extract. This justifies the significance of this extract that describes the endless abuse of the mother which is performed by the husband, Fanso. The four groups of transitivity arise here. These are: material process (intention) symbolized in the two verbs "pull on" and "leave," mental process (perception) signified in the verb "hear," the relational process represented in verb "be" and finally verbalization represented in the verb "say." Consider the following sentences:

1- "*He was <u>pulling</u> on her arm". **(**Material process, intention)

2- *"Finally he <u>leave</u> her alone."* (Material process, intention)

3- *"Last spring after little Lucious come I heard them fussing."(*Mental process, perception)

4- *"*Can't you see I'<u>m</u> already half dead, an all of these chilren." (Relational process, intensive)

5- *"She <u>say</u> Naw, I ain't gonna*." (Verbalization, the sayer is Celie's mother and the verbiage is "*I ain't gonna"*)

Here, Walker offers an image of the passive woman who accepts blindly the continuous oppression, bodily abuse, and cruelty from an intimate partner, her husband. This detail is shown in the verb "pull" that is usually stated in talking about animals or non-human things. Yet, the wife seems to accept Fanso's abuse and her sickness is the only defense for her rebellion. Additionally, the verb "hear" exposes how the mother's children, Celie and

Lucious, have realized that scenario and apprehended clearly the extent of their mother's submission and weakness.

Considering the relational intensive verb "be" in the sentence *"Can't you see I'm already half dead, an all of these children,"* it pinpoints Celie's mother as an ill woman for giving birth several children. She defines herself as "half dead" to indicate the extent of tiredness. Moreover, she intends to disclose how the physical relationship with her husband turns her entirely to a lifeless person since such act lacks humanity. Furthermore, introducing the mother as a sayer signified in the verb "say" in the sentences: "She say It too soon, Fonso, I ain't well" and "Naw, I ain't gonna" expresses two crucial issues. The first issue is the truthfulness of the mother's suffering and misery. The second issue is the mother's enthusiasm to stand against her partner's will as an attempt to gain freedom and independence.

Thus, since the beginning of the novel, Walker introduces a portrayal of the African-American woman who witnesses no respect to her individuality. However, the mother's rejection to obey her husband presents a suggestion to woman's denial to man's tyranny in the future.

Extract 2

Celie talks to God:

"I spend my wedding day running from the oldest boy. He twelve. His mama died in his arms and he don't want to hear nothing bout no new one. He pick up a rock and laid my head open. The blood run all down tween my breasts." (p.28)

Walker introduces the heroine of her novel, Celie, as a woman who experiences physical abuse that is performed by the oldest son of her husband. That is, Celie is exposed to persecution from the man whom she regards as her son and this certainly increases the depth of her agony. The material verb "spend" in the sentence "*I spend my wedding day running from the oldest boy"* illustrates the event of oppression that is taken place to Celie during the night of her wedding. Again, the material verb "die" in the sentence "*His mama died in his arms and he don't want to hear nothing bout no new one*" enlightens the motive behind the son's aggression. The relational process that is characterized in the verb "be" categorizes the performer of that non-human act as the oldest son who has viewed his mother's death. Accordingly, the relational process assists in offering a logical justification for the son's abuse. This in turn reflects how Celie's marriage means spending life with aggressive rather than well-mannered teenagers.

The facts of the inhumane performance are revealed through the material process which is symbolized in the verbs "pickup" "laid" and "run" respectively as shown below:

6- *"He pick up a rock and laid my head open."* (Material process, intention)

7- *"The blood run all down tween my breasts."* **(**Material process, event)

Presenting even the little details in this incident such as the instrument "rock" uncovers not only the extent of the son's brutality but also the abundant psychological impact of this event on Celie's character. It is obvious then that material process is utilized to expose openly the act of woman's oppression whereas relational one presents an accurate depiction to the actors of that violent act.

Extract 3

Celie writes a letter to God talking about Sofia who is her step daughter –in-law:

"*He jump up to put a hammer lock under her chin. She throw him. He fall bam up against the stove. She say, All my life I had to fight. I had to fight my daddy." (P.54)*

Sofia is third oppressed woman in *The Color Purple.* She is Harpo's wife who is the son of Celie's husband. Through Sofia's character, Walker introduces an image of the African-American woman who powerfully denies man's domination. Her exposure to physical persecution from her husband and her resistance to that act are represented in the material verbs "jump up," "put," "throw," and "fall," as shown in the following sentences:

8- "*He jump up to put a hammer lock under her chin."* (Material process, intention)

9- "*She throw him." (*Material process, intention)

10- *"He fall bam up against the stove*." (Material process, supervention)

Sofia's intense reaction against Harpo's brutality confirms her strong rejection to be submissive like Celie or her mother. Sofia's struggle for freedom and her insistence to gain individuality is more indicated in the verbalization process that is symbolized in the verb "say" and the material verb "fight" as cited next:

11- "*She say, All my life I had to fight*." (Verbalization process, the sayer is Sofia, the verbiage is "*All my life I had to fight"*).

12- "*I had to fight my daddy."(*Material process, intention*)*

Hence, Sofia's resistant nature is clearly revealed through verbalization process which designates how fighting and blood bleeding is essential for gaining woman's liberation. Walker's repeats twice the same clause "*All my life I had to fight"* to approve more how independency is closely linked with struggle and aggression.

Extract 4

Celie talks about Sofia's situation when she visits her in prison:

"They crack her skull. They crack her ribs, they tear her nose loose on one side. They blind her in one eye; she swole from head to foot. Her tongue the size of my arm" (p.103)

In this extract, Walker presents an image of the black woman who exposes to oppression by men who belong to another race, the white. Through series of material verbs, Celie states how Sofia has exposed to physical abuse by the Mayor of the city. Then, she has been directed to prison because she has rejected to be a servant at a white woman's house. The next sentences illustrate these verbs:

13- "*They crack her skull.*" (Material process, intention*)*

14- "*They crack her ribs."* (Material process, intention*)*

15-"*They tear her nose loose on one side."* (Material process, intention*)*

16-"*They blind her in one eye."* (Material process, intention*)*

The underlined verbs above reveal the much extent of oppression which is performed by white people against the black. This in turn shows the former's inhumanity and brutality. Additionally, Walker in the sentence "*Her tongue the size of my arm"* utilizes the relational process that is signified in the deleted verb "be" to describe Sofia's tongue with its strange shape after being oppressed. Through such overstated description of Sofia's tongue, Walker offers a suggestion that Sofia's enthusiasm to gain individuality has no end.

Extract 5

Celie talks Mr. Albert, her husband:

"Every lick you hit me you will suffer twice, I say. I'm pore, I'm black. I may be ugly and can't cook. But I'm here." (p.220)

The last pages of *The color Purple* exclusively present Celie *as* a conqueror woman instead of being an oppressed one. Of course, Walker here offers a hint that the oppressed women in her society will soon gain freedom. The material verb "hit" in the sentence "*Every lick you hit me you will suffer twice, I say*" refers to Celie's continuous exposure to physical abuse. Still, utilizing verbalization process which is represented by the verb "say" indicates Celie's power and daring to face the performer of the oppression, i.e. her husband. In addition, the relational process that is shown through verb "be" in the sentence *"I'm pore, I'm black."* recognizes Celie as a horrible woman. What is more is the blackness which enhances her hostility. Similar to other black women in African-American society, Celie, lacks attraction and beauty. However, Celie is a brave woman who is finally able to stand against the man who has oppressed her for years. Her power and identity is shown clearly through the relational verb "be" in the sentence "*But I'm here*". Thus, the relational process here symbolizes the nearness of Celie to individuality as well as independence.

Considering the scattering of *Representing Actions, Events, States* tool in the novel, the four processes of transitivity i.e.: material, relational, mental, and verbalization are utilized with different distribution as shown in the following table:

Table 2

Distribution of Representing Actions, States, Events in The Color Purple

No.	**Process**	**Frequency**	**Percentage**
1	Material	40	41.23%
2	Relational	25	25.77%
3	Verbalization	20	20.61%
4	Mental	12	12.37 %
Total		**9 7**	**100 %**

5. Results and Discussion

Generally speaking, Walker devotes transitivity process to expose the inhuman acts that are performed by men against women characters in the novel. Regarding Celie's mother who is the first oppressed woman in the novel, the transitivity process is involved in her speech to reflect themes like cruelty, passivity, and physical abuse. Accordingly, the process helps in recognizing two basic negative ideologies that go along with woman's oppression. These are domination and persecution. In addition to themes such as verbal and physical abuse and through Celie's character, Walker utilizes transitivity process to exhibit negligence of physical needs and the lack of love. This in turn assists in bringing to the surface the ideology of bullying and inadequacy that appear hand in hand with oppression. Sofia is the third oppressed woman in *The Color Purple* whose speech comprises transitivity process that is used to show the physical abuse achieved by the white and denial to submission. Thus, Sofia's character is presented to disclose ethnic discrimination, injustice, and resistance which are totally negative ideologies.

As oppression means the violent acts that are achieved through some one against another. In Walker's view, the performer and the receiver of these actions are necessary to be mentioned and this fact justifies why material process is the most common one in the novel constituting 40 (41.23 %). Furthermore, relational type is operated with incidence 25 (25.77 %) to label the oppressed woman not only as miserable and depressed woman but also as heroic and courageous one. Regarding verbalization process that offers an account of woman's speech with regularity 20 (20.61%), it confirms two related concerns. First, the authenticity in what black woman states about her look which actually denotes confidence and self-esteem. Second, woman's fixed believe in her individuality and uniqueness. The reaction of the oppressed woman is represented through mental process with extent 12 (12.37 %). The low occurrence of this type relates to Walker's trend to emphasis the performance of oppression and struggle more than feelings and reactions.

6. Conclusion

As a textual-conceptual tool of analysis, *Representing Actions, Events, States* is crucial in offering woman's oppression in Walker's novel *The Color Purple.* The tool that manifests through material, mental, relational, and verbalization processes is utilized to represent woman's percussion. However, these processes occur with different scattering. Actions are designated through material and mental processes which are mainly dedicated to express the psychological and physical abuse that is acted by man against the black woman in African-American society. Thus, Walker's conveys two critical and contrasted ideologies through these two processes particularly. These are man's domination or power and woman's weakness and submission. Relational process is utilized by Walker to categorize the black woman as enthusiastic and determined character in spite of her gloomy life. This reflects the novelist's optimism to attain independence and individuality for black woman in near future. The identity of the black woman is revealed in the final scenarios of the novel and mostly through verbalization process. Through this process and as a social activist who represents the voice of the voiceless black women in her society, Walker declares openly that woman's oppression will soon has no existence in her society.

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Prioritizing and Ideological Reflections: A Critical Stylistic Study

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No text is ideologically free; rather, texts mirror their authors' thoughts and views. This paper concerns itself with the way ideologies are reflected through the employment of prioritizing as one of the textual-conceptual tools of analysis proposed by Leslie Jeffries (2010). The data selected is war poetry of the modern wars, i.e., post-World War II, such as those that took place in Vietnam, Afghanistan, and Iraq. The data consists of 70 poems written by soldiers, expressing their attitudes towards war. Their words and lines reflect a more reliable portrayal of the battlefield than those poets who rely on their imagination with no direct war experience. The model of analysis adopted is Jeffries Critical Stylistics (2010), with ten tools of analysis; one textual-conceptual tool of analysis, "prioritizing," is exploited for analysis. The research tries to answer the following questions:

1. How can ideologies be reflected through text?
2. How can "prioritizing" aid the analyst in tracing the hidden textual ideologies?
3. What are the formal linguistic aspects through which ideologies can be extracted?
4. What are the hidden ideologies that lie behind the text?

Keywords: Ideology, Critical Stylistics, Prioritizing, War Poetry

1. Introduction

Texts are loaded with ideologies of their producers. Critical stylistics detects through the formal aspects of language the hidden ideologies behind the lines of texts. This framework provides ten tools of textual-conceptual tools for analysis. This work employs one tool: Prioritizing. The mechanism is to be alert on information packaging with each structural pattern reflecting a particular ideology. Leslie Jeffries (2010) put forth a model of analysis in an attempt to fill the gaps noted in critical discourse models of analyses. Jeffries (2010, p. 1) is concerned with setting a range of tools helping in showing the way texts tend to persuade readers to adapt their ideological perspectives to match that of the text producer's. Therefore, the model aims at:

I. Providing not only a comprehensive set of tools but also reasons behind them being a set.
II. Guiding the advanced English language student towards the study of power in written and spoken texts.
III. Explaining the cognitive processes that lead into impacting the readers by means of the ideological structure of text.

Jeffries' model (ibid, p. 3) perceives stylistics to be focusing on the choices made by the text producers. The text producers are bound to the pressure of making the exact choices suitable for expressing their intention. Those choices, whether consciously or not, are always ideologically loaded.

The aim of this approach, other than reconciling the best of critical linguistics and stylistics together, is to investigate under the surface of language to extract the stylistic choices that form the meaning of text. The function of tools is to tell 'what the text is doing'. Therefore, Jeffries (ibid, p. 15) argues that the tools provide answer(s) to this question in present participle:

1. Naming and Describing
2. Representing Actions/Events/States
3. Exemplifying and Enumerating
4. Prioritizing

5. Negating
6. Presenting the Speech and Thoughts of Others
7. Equating and Contrasting
8. Implying and Assuming
9. Hypothesizing
10. Representing Time, Space and Society

In the next section the concept of ideology is discussed: different definitions for the concept have been provided from several thinkers and theorists; the origin of the concept has been investigated; and finally controversial opinions about ideology have been presented.

2. Ideology

Although a variety of definitions are given to the concept of ideology in an attempt to provide a comprehensive sense; yet, till now scholars claim that ideology cannot be that easily fully identified through a simple definition.

Originally, ideology meant the scientific study of man's ideas; later it came to mean systems of ideas themselves Eagleton (1991, p. 63) and literally refers to "the study or knowledge of ideas" (ibid: 1).

Ideology as proposed by van Dijk (2013, p. 175) can be defined as "basic shared systems of social cognitions of groups" which have control over the community's attitudes towards particular topics such as abortion, immigration, divorce, etc. and it also has control over the mental modes of the members of community.

Eagleton (1991, p.p. 1-6) lists a number of randomly picked up definitions of ideology:

i. ideas which help to legitimate a dominant political power;
ii. a body of ideas characteristic of a particular social group or class;
iii. a process of production of meanings, signs and values in social life;
iv. false ideas which help to legitimate a dominant political power;
v. that which offers a Position for a subject;
vi. systematically distorted communication;
vii. identity thinking;
viii. forms of thought motivated by Social interests;
ix. the conjuncture of discourse and power
x. socially necessary illusion;
xi. action-oriented sets of beliefs
xii. the medium in which conscious social actors make sense of their world;
xiii. semiotic closure;
xiv. the confusion of linguistic and phenomenal reality;
xv. the process whereby social life is converted to a natural reality.
xvi. the indispensable medium in which individuals live out their relations to a social structure;

The birth of ideology started with the objective of mental engineering that will enlighten mind and society altogether and thereby, liberating human from mystifications and social taboos. The science of ideology incepted with the age of reason, having the faith that revolution against false gods springs from inner consciousness. Louis Althusser observes that ideologies never reflect upon themselves. That's to say they never explicitly state that

they are ideological; rather they are hidden beyond the text and affect minds implicitly. There is a pleasant analogy proposed by Eagleton where the concept of ideology is assembled to a screen or blockage which isolates us form the world. The focus is on the reality and appearance distinction where there is a reality out there which is represented in a distorting, obscuring way (to ourselves and others) Eagleton (1994, p.p. 1-11).

For Louis Althusser, the Marxist philosopher, ideology opposes science and this is ironic since the concept was introduced as a novel science. Other thinkers such as Marx and Engels of the German Ideology perceive ideology to be: ideas free from their material basis. This is also ironic since it was part of social materialist issue. Moreover, ideology is seen as an inversion of the relationship between reality and consciousness; The latter, to Marx, is associated with social practice; whereas for Hegel, ideas are seen to be autonomous of such practices, as well as being the reason behind social existence. Therefore, Marx suggests that the change in people's minds leads to the change in their life conditions, and the only way human consciousness can be altered is through the change in the material conditions creating that consciousness.

Rejecting idealism and rationalism, The German Ideology holds a rather practical view of ideology through altering man's awareness of oppression by means of creating illusions and mystifications. Ideas, then, are linked with real life; however, this link takes the illusive form of non-relation. Therefore, to count an idea ideological is to say that it achieves a specific sort of deceptive function in social life rather than just calling that idea deceptive or false (ibid, p.p. 2,5).

In its modern sense, ideology gained senses much more than just certain sociology of ideas to refers to the way ideas are associated with real material condition by means of disguising them, or replacing them with other terms, resolving their struggles, changing them into something natural, inevitable, and universal. Thus ideas gain political force instead of being as solely reflections of their world. Later Marxists elaborated that ideas are weapons in the battle field. When an ideological discourse is said to be comprehended it means that it might be decoded in particular ways, nevertheless, deceive the reality by its silence, gaps, and internal contradictions. Ideology, through this view, is a form of thought with the ability of adaptation according to the power imposition. It can also disguise the conflicts from which it is originated from and this is done either by denial of their existence or by lessening the conflicts' significance (ibid, p.p. 7-8).

As is issued by Eagleton (1994, p.p. 48-50), in order to operate successfully, ideology needs to work both theoretically and practically with the objective of linking these two levels. It needs to work on systems of thought and on everyday life practices alike. It needs to extend from scholarly treaties to a normal shout in the street. Explorations in ideology require the examining a set of complex linkages that mediate among the most and least articulate levels. A good instance in this respect would be the religion. Religions consist of a hierarchy of discourses; some are theoretical, some are prescriptive and ethical, and others are practical such as preaching. The church, as an institution certifies that all the levels of such discourses are in harmony with one another. This creates a smooth continuum extending from theoretical into practical or behavioral levels.

Ideology is one of the most elusive concepts within the field of social sciences which has not been rested upon an adequate definition so far. This is due to the nature of ideology with all the numerous compatible significations that it carries Cassels (1996, p.1). Originally,

ideology meant the scientific study of man's ideas; later it came to refer to the systems of ideas themselves Eagleton (1991, p. 63) and literally refers to "the study or knowledge of ideas" (ibid, p. 1); this view on ideology reflects the 18th century Enlightenment where there was a tendency to chart human mind through which body motions can be mapped. During that era, i.e. 18th century Enlightenment, Ideology focused upon ideas as social phenomena aiming at exposing the system rules of a particular social thought rather than solely mapping certain abstract ideas like consciousness. Therefore, it extends between nowadays' psychology and sociology of knowledge (ibid.).

Theodor Adorno perceives ideology to be essentially a sort of identity thinking, which removes otherness and differences at the mental level; whereas Martin Seliger, an American sociologist, regards ideology as a group of beliefs which are action-oriented with quite irrelevant truth or falsehood. Other thinkers such as Jirgen Habermas, Nicos Poulantzas and Alvin Gouldner, observe ideology to be totally modern, semi-scientific, secular phenomenon. Their perception of ideology emerged in opposition with the early mythical, metaphysical view on ideology. By contrast, Karl Mennheim observes ideology to be essentially old forms of thoughts which does not follow the demands of the modern age Eagleton (1994, p.p. 14, 15).

Ideology as proposed by van Dijk (2013, p. 175) can be defined as "basic shared systems of social cognitions of groups" which have control over the community's attitudes towards particular topics such as abortion, immigration, divorce, etc. and it also has control over the mental modes of the members of community. The conception of 'self' and 'otherness' are the polarized ideological representations, along with their categories 'reference groups, goals, actions, identity, etc.' dominate all strata of ideological discourse, namely topics, meanings, interactions, lexicon, etc. It is crucial to stress that ideologies are acquired, publicized, and reproduced through text and talk.

Controversial opinions about ideology yield the following views:

I. It should be noted that ideology cannot be synonymous with 'culture'. Not every natural issue is ideological; being born, eating, communicating with one another, laughing, dying, etc. are all natural to human beings which suggest various cultural forms. Rather, ideology denotes the state in which cultural practices and political power are interwoven.

II. With regard to the issue of what is counted as ideological, there is no value or belief that is free from ideology in the appropriate conditions. It relies upon 'who' is saying 'what' to 'whom' and what are the 'intentions' and the resulting 'effects'. Ideology, therefore, is related to discourse rather than language only Eagleton (1994, p.p. 10-11).

III. In a rather less general meaning, ideology is perceived as a set of ideas and beliefs symbolizing the state of a particular socially significant class. The truth or falsity of these ideas is disregarded. In this sense, ideology is close to the idea of world-view, with the latter being more concerned with basic matters such as peace in the universe, the sense of death, etc.

This sense views ideology as a type of collective symbolic self-expression not seen associated with conflict or relations. Promoting or legitimating the desires of certain social classes in favor of the counter desires. This definition parallels the definition of ideology as an action-oriented discourse with non-rational desires and interests are superior to cognition and thought.

IV. The dominant ideologies participate in unifying society in ways pleasant to those in power through which ideas not only are imposed, but also guaranteed to be accepted by the dominated groups as well.

V. Ideology refers to ideas and beliefs which aim at legitimating the interests of the dominant group by means of dissimulation and distortion. The opinions (IV) and (V) signify that not the totality of the ideas of the dominant group needs to be articulated to be ideological. Ideologies might not undergo promotions to be explicitly perceived. The opinion (V) holds that so far there is no formal name has yet been assigned for the politically oppositional discourse which seeks to legitimate the ideas of the dominated groups.

VI. The last opinion issues upon the definition which counts ideology as: false, deceptive beliefs arising from the material structure of the society as a whole rather than from the interests of the ruling class. This opinion extends the territory of the signification of ideology to cover the totality of the society base, in an attempt to bring about a more comprehensive portrayal of the concept.

Other scholarly opinions are provided by Tabbert (2015, p.p. 28-29) who points to Wodak & Meyer, M. (2009, p. 8) as they define ideology in a sense of relativism to be shared collectively: “coherent and relatively stable set of beliefs or values”. Hall (1996) adopts a rather cognitive perspective to perceive ideology as :

… the mental frameworks - the languages, the concepts, categories, imagery of thought, and the systems of representation – which different classes and social groups deploy in order to make sense of, figure out and render intelligible the way society works (p. 26).

From a critical angle, Jeffries (2010, p. 5) views ideologies to be “significations/constructions of reality […] which are built into various dimensions of the forms/meanings of discursive practices”. This idea draws upon the concept of hegemony which views ideology to be at service of power Fairclough (1995, p. 14). As is proposed by Fowler (1991, p. 1) language is a highly constructive mediator and it is not neutral, and this understanding about language leads us to the idea that no single text is free from ideology since it is, as Jeffries and Walker (2012, p. 214) hold, part of the text and via textual analysis can be identified. Adopting rather social terms, van Dijk (1998, p. 9) perceives ideology to be constructed, adopted, and adapted by social actors as members of a group in a particular (discursive) social practice. Hence, is operates at two levels:

1. macro-level (i.e. social groups, group relations, institutions)
2. micro-level (i.e. social practices)
3. van Dijk calls for an integration of social and cognitive approach to ideology i.e. collective and individual social actors, rejecting the materialist sense that solely springs from socio-economic context.
4. Likewise, definitions for ideology can be seen to be ranging from Habermas’s ‘systematically distorted communication’ to post-structuralism’s ‘semiotic closure’; from Paul de Man’s 'confusion of linguistic and phenomenal reality; to Pierre Macherey’s ideology as a discourse marked by crucial elisions and absences. Ideology is seen as a genetic matter by Lukacs as well as Lucien Goldmann, whose truth can be positioned in the historical situation or class from which it is originated from; others perceive the concept form a functional perspective with the question of the impacts that particular utterances have. A quick view on the history of the concept of ideology can map opposite perceptions from

different thinkers. The early Marx and Engels regard it as 'seeing reality as it is'; whereas Lukacs counts it as 'consciousness of totality' and while Althusser perceives it as science, Adomo sees it as 'a recognition of difference'. Eagleton issues that the concept can refer to thoughts that are socially conditioned or socially interested; on the other hand, it might refer to false ideas legitimizing an unjust political power. The former view is too vague while the latter is too narrow.

This work investigates the ideology of war as a source of negative or probably positive representations. Ideology is perceived as a body of ideas representing a specific social group or class, in this context the group of poet soldiers.

The coming section illustrates the genre of war poetry, its origin, its significance, the most prominent figures, and the chronological adaptations it underwent through decades.

3. War Poetry

War poetry (1914-1918), as a subgenre of war culture, is regarded to be highly popular with large audience compared to any other subject. English literature courses as well as history and social studies in schools and higher education are influenced by war poetry. It aims at conveying the truth about war with the predominant pacific attitude. Wilfred Owen, one of the pioneer figures of war poetry, sat forth the poet's obligation to warn the coming generations of the war's devastating consequences. Siegfried Sassoon, another prominent figure, rebelled against the administration of war. The significance of war poetry lies not only in its being a crucial means of spreading poetry, but also showing where war poetry is situated within a wider culture of war. It occupies a position within a range of competing forms, some of which stand against the anti-war aim of the poetry. As Sassoon and Owen gained more popularity in the 1960s, the political view in education changed too. Later, after the Falklands War (1982) the political context for war poetry_ reading and interpreting_ has shifted as well Simon (1995). The internal struggle of war poetry usually goes unobserved. In the formation of poems one can realize the binary opposites it carries: destruction versus formation, chaos versus order, pain versus pleasure, and mostly life versus death. Louis MacNeice (1907-1963) supposed that war poetry is positive in a manner that praising suicide in a poem would be taken in the honor and dignity of life. War poem, therefore, would be in struggle against itself; no matter how negative its lines could be, it brightens a dark subject-matter.

John Lyon as a critic perceives war poetry and the conflict which it exhibits to be fatal, disagreeing with creating a poem that makes formal sense out of the violence and destruction of war and thereby distorting the truth. To him the truth is the weapon that the war-poets hold in the 20th century Bevis (2007, p. 1). Others such as Edward Thomas Thomas (1981, p. 131) suggests that the class of war poetry vanishes so rapidly than any other class of poetry and all the surviving works that, as he claims, had been accomplished under the domain of the public patriotic urge would fill no more than a thin volume. The only achievement war poets do is to convert death, violence, destruction, etc. into aesthetic pleasant art. With this essay, Thomas achieved a crucial contribution in this respect which is tearing apart the equation between 'public patriotic motives' and war poetry. This idea led into generating more significant war poets than any other wars before. By this, Thomas challenged the traditional war poets who dedicated their works to what the public desires to hear or read. Thus, only the powerful poets are able to resist the public opinion of the twentieth century. This idea was advocated by Isaac Rosenberg (1890-1918) who holds that approaching war requires a more abstract, a colder way, with more individual feelings and less million feelings

shared by everyone. W.H. Auden (1907-1973) shares a similar idea proposing that the serious poetry is always at odds with the majority's conscious ideas.

The truth conveyed by poet warriors which encompassed futility and false triumph feelings (in Owen's terms), arouse the feelings of horror. Soldier-poets seem not to regret the horrific experiences they had as they alter death, violence, and brutality into art. War poetry makes poetry happen, when poetry makes nothing happen Noakes (2006, p.p. 1-2).

The next section presents the data selection and the model of analysis in the study.

4. Data Selection and Model of Analysis

The data comprises of a number of randomly selected modern war poems written by poet soldiers whose works are gathered by John Jeffcock (2011) in his book *Heroes: 100 Poems from the New Generation of War Poets*. The pieces of work are written as direct involvements experienced by soldier poets during the contemporary wars i.e. Gulf War (1991), Iraq war (2003), and Afghanistan (2001).

Within the frame of critical stylistics, Leslie Jeffries (2010) put forth a model of analysis in an attempt to fill the gaps noted in critical discourse models of analyses. Jeffries (2010, p. 1) suggested a toolset of textual analysis showing ways through which texts influence their readers and have them persuaded. Thus, the model aims at three basic issues: firstly, providing comprehensive toolset of analysis along with reasons why they are considered as a set, secondly, Guiding the advanced English language student towards the study of power in written and spoken texts, and finally, explaining the cognitive processes that lead into impacting the readers by means of the ideological structure of text.

The text producers are bound to the pressure of making the exact choices suitable for expressing their intention. The stylistic choices made by text producers, whether consciously or not, are always ideologically loaded. This approach tends to, other than reconciling the best of critical linguistics and stylistics together, is to investigate under the surface of language to extract the stylistic choices that form the meaning of text. The function of tools is to tell 'what the text is doing' along with providing answers to such question represented in tools' names like 'Naming and describing' and so on (see P. 2).

Next section presents the textual conceptual tool of analysis employed in this study for the analysis of data; its basic structural forms along with the ideological implications it carries are portrayed; some selected lines of poetry are analyzed in this respect.

5. Prioritizing: A Textual-Conceptual Tool

This tool of analysis seeks the different ways of information packaging. Placing information at the final clause position signifies that it is new to the reader and therefore, the reader is guided to notice the salient information. There are three ways of prioritizing in English:

1. Exploiting information structure
2. Transformation
3. Subordination

The text producer makes the syntactic choices to prioritize certain information over others within the text. The data is documented in terms of line of the poem (L) or stanza (S) along with the page number of the poem in the book *Heroes: 100 Poems from the New Generation of War Poets.*

5.1. Information structure: analyzes information drawing on identifying the main (obligatory) clause elements. The final obligatory element in the clause is the focus. The data is taken from Jeffcock (2011).

a. Instances of information structure (Fronting):

1. Here, for six bloody months, far from home,
men dance with death and brush past the ghosts
who squad in the shadows of mud walls (P. 8; S.3)

2. *Opposite me, new shapes slumped, with their guns,*
laid casually over their knees. (ibid, S.4)

3. *After five years away it was time to get back* (P. 12; S.1)

The above listed selected instances represent the process of fronting through placing the main clause at the beginning of the sentence to be the theme. Displacing certain elements from their canonical order and placing them in a position where the reader expects to find old information carries certain ideological implications such as taking certain pieces of information as general facts which have unconscious impact on the reader to accept the worldview of the writer; On the other hand, the pieces of information placed at the focal position receive a special attention as focus. This would prioritize the focal element and have the reader alert to the salient pieces of information.

In (1) the period "*six bloody months"* being away from homeland, along with the hard conditions the soldiers go through "*far from home"* are displaced from their focal position to be accepted as general facts and archived as reader's background knowledge and thus, less questionable. The focal position is occupied by "*men dance with death"* signifying soldiers' struggle with death. This clause as the foregrounded information along with certain backgrounded information, portray in the mind of the reader a more precise portrayal of the battlefield sufferings. The prioritized clause "*men dance with death"* is the salient piece of information which is foregrounded to the reader. Ideologically speaking, the theme of death is prioritized over other themes of war such as homesickness. Instance (3) carries a similar sense. Other ideologies of war are prioritized such as exhaustion and/or hopelessness as in (2).

b. Instances of Cleft Sentences:

4. '*…It's my duty to go to war'* (P. 11; S.5)

5. *It's been a real challenge to get back on the track* (p. 13; S.6)

6. *It's not the thought of fighting that fills my heart with fear* (p. 14; S.2)

The other process of information structure shifting is through cleft structure where one basic clausal element is displaced into the focal position preceded by either "*It is"* or "*It was"*

The majority of the prioritized ideological significations noticed in the selected instances are that of death, immediate danger as well as a sense of responsibility and commitment the soldiers carry to defend their homeland. War is portrayed as a source of negative feelings where feelings have been prioritized in the context of war. Feelings and emotions of leaving family are prioritized even over the fear of fighting in the battlefield.

5.2. Transformation

a. **Passivation**: The Actor in the active is omitted and thereby the responsibility for the action is not directed to any doer.
b. **Adjectival transformation**: adjective as a noun phrase pre-modifier can also appear as a complement in a clause.

a. Instances of Passivation transformation:

1. ***The last bullet is fired****, the world falls quiet, and there you lay,*
Your life stripped away, (p. 26; L. 11)
2. ***Two live casualties are strapped*** *to the CSM's quad bike and taken to meet the helicopter* (P. 32; L. 34)
3. *Until* ***the world is thrown upside down*** *and filled with sound and dirt,* (P. 28; L. 6)

In passivation the result of the action is prioritized over the doer of the action so that the doer is almost always hidden to shift readers' attention to the outcomes of the action rather that the doer of the action. In (1) the bullet kills a soldier; still the doer of the action is anonymous. The text producer makes salient the idea of death and loss in war context without convicting any party to keep the focus upon the general idea of war as a source of death. Instance (3) hold almost similar orientation in which war atmosphere is portrayed precisely with no reference to the agent. Instance (2) prioritizes the idea of loss, bloodshed or mutilation, and sacrifice through making *casualty* salient.

b. Instances of Adjectival transformation:

4. ***Brave young men*** *in* ***far-off lands****, praying to keep their legs and hands*
Each new day heading out on patrol, ***exhausted courage, strong self-control.***
A ***constant air of toxic fear,*** *the* ***unseen threat*** *ever near* (p. 55; L.2-4)
5. *Returning fire with due care,* ***innocent lives*** *are everywhere.*
Then the ***dreadful sound*** *of his mate's screams, that one day will hunt his once sweet dreams,* (p. 56; L. 14-15)
6. *As the heli's rotors slowly thunder, this* ***brave young man*** *can't help but wonder:*
Is it worth it, this ***human cost, young blood*** *split and innocence lost?* (ibid; L. 26-27)

Adjectival transformation is another type of transformation where the adjectives appearing as the noun phrase modifiers are related to those adjectives appearing in clausal complement position. Adjectival transformation shifts the focus from the adjective into another element in the focal position. In (4) the focus is shifted away from "***Brave young men"*** and *"**far-off lands"*** to be placed upon the focal element "*praying to keep their legs and hands"* to foreground the idea of loss and mutilation in war. The adjectival elements are backgrounded to be left unquestionable. Other themes such as immediate threat/death are also prioritized in (4). In instances (5 and 6) the priority is granted to the idea of human devaluation in warfare where innocent lives of young lads are stripped away. The ideology of war as a source of bloodshed and mutilation is repeated in with the noun phrase modifying adjectives in the focal position.

5.3. Subordination

This is related to placing pieces of information in the main or the subordinate structures. Certain pieces of information are backgrounded by being in subordinate clause, while other bits of information are foregrounded by being in the main clause. The subordinated clauses are less subject to query and argument and therefore accepted unconsciously.

Instances of subordination:

7. *With help from two his mates, we drag him into cover* (p. 30; L.7)

8. *For saving a life,*
whether it be friend or foe, matters so much more to them
than me taking one. (P. 33; S. 2)

9. *And when the bullets come in*
I keep my head down. (P. 67; S.2)

The instances above show that there are particular elements in the sentence that are more salient than others. The crucial point lies in whether the element is placed in the main clause to be salient and prominent or embedded in the subordinate to be backgrounded and therefore become less exposed to question. In (7) the main clause "*we drag him into cover"* receives the prominency to portray a landscape of warfare in which soldiers try to help their mate. This reflects solidarity as one aspect of war. In (8) the main clause "*saving a life matters so much more to them than me taking one"* is prioritized over the embedded one "*whether it be friend or foe"* which is backgrounded and delivered to the reader in an unconscious manner.

6. Conclusion

Ideologies can be reflected through texts by means of the formal aspects of language. The linguistic level of text as well as word selection of the author results into the reflection of certain ideologies. Prioritizing as a textual conceptual tool of analysis draws on a number of structural ways to grant prominency. There are three ways of prioritizing in English: Exploiting information structure, Transformation, and Subordination.

This work concludes that the textual ideological implications about war convey a negative portrayal of war. War is sketched as source of death, immediate danger. There is a sense of responsibility and commitment the soldiers carry to defend their homeland. War is portrayed as a source of negative feelings where feelings have been prioritized in the linguistic context. Feelings and emotions of leaving family are prioritized even over the fear of fighting in the battlefield. The commonly portrayed ideologies of war made salient are: death, loss, sacrifice, homesickness, fear, bloodshed, and human devaluation.

The study suggests areas for further study:
Investigating the tool of analysis "intertextual-conceptual tool" in different linguistic environments such as religious texts, literary texts, or political texts. The tool has been added as an extra Critical Stylistic tool in the study adopted by (Sahan, 2022).

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Racism in Tony Morrison's Novels

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The suffering of African Americans in the US is the subject of this study. Racism, enslavement, oppression, and the marginalization of African Americans in society are the causes of this misery. The self-worth and self-esteem of the African-American character in the United States are destroyed by racism. Morrison writes about the issues that all human races, but particularly African Americans, face. Her novels are the essence of this suffering. Her works are centered on a perceptive view of the terrible predicament that plagues people of all colors. She is frequently recognized as the leading literary representative of modern African Americans in the United States. She is particularly concerned about how African American people and communities are treated.

Keywords: Racism, Discrimination, Literature, Race, Novel

1- Introduction

Racism and racial stereotypes have frequently been key factors in ethnic conflicts. The methods used by the self-declared "superior" party to seize territory, slaves, or material wealth have frequently been more brutal and merciless throughout history when an adversary is identified as "other" based on ideas of race or ethnicity, especially when "other" is interpreted to mean "inferior." In Pontiac's Rebellion, "the unique idea that all Native people were 'Indians,' that all Euro-Americans were 'Whites,' and that those on one side must join to defeat the other'" emerged on both sides of the war, according to historian Daniel Richter. In his documentary Africa: Different but Equal, Basil Davidson claims that racism actually, surfaced as late as the 19th century, due to the need for a justification for slavery in the Americas (George, 2002).

The classification of human groups based on traits believed to be inherent or vital to the group is known as "ethnicity," which is sometimes used in a manner similar to that previously attributed to "race" (e.g. shared ancestry or shared behavior). Whether or not these distinctions are referred to as racial, racism and racial discrimination are frequently used to describe prejudice on an ethnic or cultural basis. There is no difference between "racial" and "ethnic" discrimination, according to the United Nations Convention on the Elimination of All Forms of Racial Discrimination. It also comes to the conclusion that supremacy based on racial differentiation is hazardous, morally repugnant, and immoral in society. The agreement further proclaimed that neither in theory nor in practice, there is ever a justification for racial discrimination (Olson, 2003).

Racism is the idea that certain human populations have distinct behavioral features related to genetic characteristics and can be classified according to the superiority of one race over another. It may also refer to hostility, prejudice, or discrimination against others who are of a different race or ethnicity. Racism nowadays frequently takes its roots in social conceptions of biological variances among populations. As a result of presumptive shared inheritable features, talents, or attributes, various races may be regarded as essentially superior or inferior to one another in social acts, practices, beliefs, or political systems (Michael & Olson, 2003: 54).

Although race and ethnicity are now seen as distinct categories in social science, they have historically been used interchangeably in both popular culture and earlier social science literature (ibid).

Racism is a relatively new idea that emerged during the European age of empire, the development of capitalism that followed, and particularly the Atlantic slave trade, which was one of its main drivers. Apartheid in South Africa and racial segregation in the United States during the late 19th and early 20th centuries were also significantly influenced by racism; racism in Western culture during this time period is particularly well documented and is used as a benchmark in research and conversations about racism (Clark, 2004: 78).
The Holocaust, the Armenian, Rwandan, and Serb Genocide in the Independent State of Croatia, as well as colonial projects like the European colonization of the Americas, Africa, and Asia, and the population transfer in the Soviet Union, which included the deportation of indigenous minorities, all involved racism. Racist attitudes have frequently been and still are directed at indigenous people (ibid).

There have been attempts to use science, such as scientific racism, to support racist attitudes, but these efforts have largely been demonstrated to be baseless. Racist ideology may contain linked social elements such as nativism, xenophobia, otherness, segregation, hierarchical ranking, and supremacism in political regimes (such as apartheid) that enable the manifestation of prejudice or aversion in discriminatory actions or laws (ibid). one of the important attempts to study racism is that of harry (1997) in which he analyzed it in drama. There is another attempt by Dane (2000) in which he examined racism in African literature. But these studies could not cover the topic as a whole, besides they treat the topic widely and in general. Such topic like racism needs to be examined specifically and needs to be analyzed in each spot of literature and that's why this study is carried out now to cover this gap and to shed the light on the topic precisely.

The methodology used here is collecting data and analyze it according to certain criteria adopted by the researcher and collected from previous studies.

The study is carried out to answer the following questions: 1. What is racism? 2. How it is dealt with in literature? 3. How it is referred to by women novelists.
The study concludes that There is still the belief that black people are inferior to white people and that they are unattractive, respectable, and better looking than slaves. Black people have experienced a wide range of suffering, oppression, and cruelty. It was against the law for slaves to receive an education. Black people have also experienced different sorts of misery and unemployment. In Morrison's works, white people rule all facets of life and make the crucial choices, and black people submit to them. She makes an effort to highlight the issue of racism and how it affects black people. Morrison implores her characters to shed their conventional and clichéd perceptions and engage in. Through her literary works, Morrison shows that African- Americans face domestic violence and sexual discrimination.
The outline of the study is as follows: introduction, background, the African-American literature, Morrison's work, analysis and conclusion.

- Background

Racism is defined as "the ideas, attitudes, institutional arrangements, and behaviours that tend to disparage people or groups because of phenotypic features or ethnic group affiliation" by Clark et al. (1999, p. 805). When referring to unfair treatment received due of one's ethnicity, Contrada and others (2000, 2001) use the more general term "ethnic discrimination," where "ethnicity" refers to diverse groupings of people based on race or culture of origin. We view racism as a specific type of social ostracism in which people are

given an outcast status based on their phenotypic or cultural traits, making them the target of unfair treatment, harassment, and social exclusion.

Numerous levels, including interpersonal, institutional, environmental, and cultural, are affected by racism (Harrell 2000; Jones 1997, 2000; Krieger 1999). The majority of empirical research on coping with racism, however, focuses on coping mechanisms for interpersonal racism. By "directly perceived discriminatory interactions between individuals, whether in their institutional roles or as public and private persons," Krieger defined interpersonal racism (Krieger 1999, p. 301).

This emphasis on an interpersonal approach to evaluating racism is in line with a large body of recent work by Smith and others investigating the health impacts of various psychosocial stresses (such as poverty) within an interpersonal environment (see, for example, Gallo et al. 2006; Ruiz et al. 2006; Smith et al. 2003).

types of discrimination based on ethnicity Racism and ethnic discrimination can refer to a variety of behaviors, such as physical intimidation, stigmatization, and workplace discrimination (Brondolo et al. 2005a; Contrada et al. 2001). Various interactions that exclude someone from social connections, reject them, or disregard them because of their race or ethnicity are referred to as social exclusion.

Stigmatization can involve verbal and nonverbal actions that are directed at the targeted person and send a message that denigrates that person (e.g., communicates the idea that the targeted individual must be lazy or stupid because he or she belongs to a particular racial or ethnic group). Workplace discrimination comprises actions taken against people of a certain race or ethnicity, such as lowering standards or refusing to promote or recruit them. Threats and harassment can also involve actual or threatened harm to a person, his or her family, or their property on the basis of race or ethnicity. Any of these discriminatory actions can be overt, making the racial bias clear (for example, when used in conjunction with racial slurs), or they can be covert (Michael & Olson, 2003: 54)

Aversive racism is a type of implicit racism in which a person actively avoids interacting with people of different races and ethnicities in order to express their unspoken negative opinions on racial or ethnic minorities. Aversive racism is distinguished from conventional, overt racism by more nuanced, ambiguous expressions and attitudes toward racial/ethnic minorities. Traditional, overt racism is characterized by overt hostility towards and blatant discrimination against racial/ethnic minorities. Avrsive racism has implications that are comparable to those of symbolic or modern racism, which is another example of an implicit, unconscious, or covert attitude that leads to unconscious kinds of discrimination (explained below) (Francisco, 2014: 30).

The phrase was created by Joel Kovel to characterize the subtly racist actions of any ethnic or racial group that use norms or stereotypes to justify their dislike of a certain group. People who act in an aversively racial manner may claim to be egalitarian and frequently reject that their actions are motivated by race; yet, they alter their conduct when interacting with someone who is not a member of their own race or ethnic group. It is believed that the change's motivation is implicit or subconscious. The existence of aversive racism has been supported empirically by experiments. Aversive racism has been demonstrated to have potentially substantial effects on how people make judgments about aiding others, employment, and the law (ibid)

Discussions about the causes of racism frequently suffer from a misunderstanding of the term. Although scholars work hard to clearly distinguish those behaviors from racism as an ideology or from scientific racism, which has little in common with common xenophobia, many people use the term "racism" to refer to more general phenomena, such as xenophobia and ethnocentrism. Some people mix together current instances of racism with historical instances of ethnic and national warfare. Conflict over land and other strategic resources appears to be the primary cause of ethno-national conflict in most instances. In some instances, ethnicity and nationality were used to mobilize fighters in conflicts between powerful religious empires (for example, the Muslim Turks and the Catholic Austro-Hungarians) (George, 2002: 67).

2- African-American Literature

African American literature is prose that has been created by, for, or about African Americans. The genre got its start in the 18th and 19th centuries with authors like poet Phillis Wheatley and orator Frederick Douglass, reached an early apogee with the Harlem Renaissance, and is still going strong today with writers like Toni Morrison, Maya Angelou, and Walter Mosley who are considered among the best American writers. The role of African Americans within the greater American society, African American culture, racism, slavery, and equality are only a few of the topics and issues covered in works of African American literature (Shomarka and kittles, 1997: 90).

African American literature's primary themes have evolved over time along with African Americans' position in American society. The popular subgenre of slave narratives suggests that before the American Civil War, slavery was the main topic in African American writing. Books by authors like W.E.B. DuBois and Booker T. Washington argued whether to fight or placate racist beliefs in the United States around the turn of the 20th century. Authors like Richard Wright and Gwendolyn Brooks spoke on racial segregation and black nationalism throughout the American Civil Rights struggle. African American literature is now recognized as a vital component of American literature, thanks to works like Roots: The Colour Purple by Alice Walker, The Saga of an American Family by Alex Haley, and Beloved by Toni Morrison all reached best-seller and award-winning status (ibid).

African American literature frequently focuses on subjects that are of particular importance to Black people, such as the place of African Americans in American society at large and topics like slavery, racism, and equality. This emphasis was present in the earliest African American texts, such as the early 19th-century slave narrative genre, and it is still prevalent in the works of many contemporary writers (Metraux, 1950: 43).

Oral poetry can be found in many forms in African American culture, such as rap, blues, gospel music, and spirituals. The African American tradition of Christian sermons, which include purposeful repetition, tempo, and alliteration, also incorporates this oral poetry. These all appear in African American literature as examples of oral poetry (Ari, 2004: 64). Although African American literature exhibits these qualities on many levels, they do not constitute the only definition of the genre. There are differences of opinion on the genre's definitions and which writers and works need to be included, just like with any style of literature (ibid).

Some people classify as African American literature works written by African Americans that don't have any black characters or settings and aren't particularly geared toward black readers, like, for instance, a large portion of bestselling novelist Frank Yerby's earlier work

and that of science fiction author Samuel R. Delany. Yerby, known as the "master of the costume novel" for his historical fiction using white characters, wrote The Foxes of Harrow, the first bestseller book by an African American author. Delany, an outspoken gay man, frequently addresses issues of sexual identity and social prejudice in his writing. Delany is often regarded as a key figure in African American literature, despite the fact that he does not expressly address these topics in an African American context (ibid).

- Tony Morison's novels

Originally known as Chloe Anthony Wofford, Toni Morrison was an American author best known for her examination of Black experience (particularly Black female experience) within the Black community. She was born on February 18, 1931, in Lorain, Ohio, and passed away on August 5, 2019, in the Bronx, New York. In 1993, she was awarded the Nobel Prize in Literature.

Morrison was raised in the Midwest of the United States in a household that had a deep love and respect for Black culture. Folktales, songs, and storytelling played a significant role in her upbringing.

The Bluest Eye, Morrison's debut work, is a story of initiation about a mistreated adolescent Black girl who is fixated on white ideals of beauty and yearns for blue eyes. A second book, Sula, was published in 1973; it explores, among other things, the dynamics of friendship and the social pressures to fit in.

The publication of Morrison's 1977 novel Song of Solomon, whose male narrator is on the prowl for his identity, drew him to the notice of the country. The Caribbean island setting of Tar Baby (1981) examines racial, social class, and sexual issues.

The Pulitzer Prize-winning novel Beloved (1987) is based on the actual account of a runaway slave who, on the verge of being recaptured, kills her young daughter to keep her from being forced into servitude. In 1998, Oprah Winfrey starred in a film adaptation of the book. Morrison also created the libretto for Margaret Garner, an opera about the same story that served as the basis for Beloved, which was released in 2005.

Jazz, a violent and passionate tale set in 1920s Harlem, New York City, was published by Morrison in 1992. Paradise (1998), a highly detailed account of a Black utopian village in Oklahoma, and Love (2003), a complex family saga that explores the many sides of love and its apparent antithesis, were the author's subsequent works. Slavery in 17th-century America is the subject of the 2008 film A Mercy. In the 2012 film The Redemptive Home, a scarred Korean War veteran faces bigotry upon his return home and ultimately fights through apathy to save his sister. Morrison examined the effects of child abuse and neglect in God Help the Child (2015) through the story of Bride, a Black girl with dark coloring who is born to light-skinned parents.

- Racism in Toni Morisson's novels

Breedlove, Mac Teer, and the Geraldine family are just a few of the families whose lives are followed throughout Morrison's The Bluest Eye. The novel takes place in the early 1940s during the Great Depression, when many black people relocated from southern to northern cities in quest of employment, in Lorain, Ohio, a segregated steel manufacturing town. The tragedy of Pecola Breedlove, a young, unattractive black girl, and her parents, who reside in Lorain and experience physical and psychological oppression from both the

white and black communities, serves as the focal point for the novel's discussion of the issue facing those black people. Morrison depicts Pecola's family's miserable life and how it influences Pecola's desire for blue eyes. Morrison recounts the Breedlove family's residence in an apartment that includes only one room which is separated into two parts by blankets. The furniture inside the apartment is old like its owners:

" There was a living room, which the family called the front room and the bed room, where all the living was done". (BE, 29).

“ The Breedloves did not live in a store fron because they were having temporary difficulty adjusting to the cut backs at the plant. They lived there because they were poor and ugly. Although their poverty was traditional and stultifying, it was not unique. But their ugliness was unique”.(BE,29).

The Breedlove family live in the store front because they are "poor and black". They stay there because they believe that thay are "ugly". Their ugliness is unique . **“No one could have convinced them that they were not relentlessly and aggressively ugly…You looked at them and wondered why they were so ugly! You looked closely and couldn’t find the source…then you realized that it came from conviction".(BE,31).**

The Breedloves are comfortable with their appearance. Not only do the white people in Lorain despise them, but the Breedloves also acknowledge the superiority of white people and accept that they are inferior to both them and the rest of the Lorain population. Due to their low self-esteem, they retreat to the backyard to conceal their ugly nature. Pecola's desire for blue eyes in an effort to combat the negative perceptions the community has of her family due to their physical appearance. Pauline, Pecola's mother, has had the most impact on her because she has grown up with her. Despite the fact that Cholly Breedlove tortures his daughter and pushes her to the verge of madness. Black girl from Alabama named Pauline. During her childhood she was a child, a rusty nail had pierced her foot.

She hated both her family and herself because of this disability. Pauline's relatives had abandoned her. She was the only one of the kids who didn't have a nickname, was the subject of no jokes or anecdotes, had no one mock her about her eating habits, and felt uncomfortable everywhere. (Ibid). She attributed her foot's "separation and unworthiness" feelings to it. Growing up in this family's spinning cocoon, she developed quiet and personal delights. Pauline desired to erase all memories of her upbringing and family. Pauline one day meets a young man by the name of Cholly Samson. His family was not wealthy. Chooly endures disgrace from his own family as well.

He was four days old when his mother left him on a garbage heap near the train, wrapped in two blankets. Jimmy, his aunt, reared him and provided for him. Before accepting a position as an errand boy at the son's feed and grain store, Chooly completed six years of formal education. Aunt Jimmy passed away when Choly was 14 years old. Chooly received a lot of attention at aunt Jimmy's burial. Cholly and Darlene sneak off to have a sexual encounter in the woods on the day of Aunt Jimmy's burial. Get on with it, nigger, an' make it good, nigger, make it good! Suddenly, two white men appear, shining their flash lights on them. (Bjork, 1996,48).

Cholly was almost paralyzed as the two white men chuckled" heehee,heee, heeee", he couldn't continue any further. He now hated Darlene instead of white men. He wanted to strangle her, but instead he touches her leg with his foot.

Racism in Morisson's first novel Sula Morrison's second book, Sula, was released three years after her debut, in 1973. Between 1919 and 1965, Sula tells the story of a black community's struggle in Ohio. Nel Wright and Sula Peace, two childhood friends who are spiritual soul mates, part ways after Nel marries but reconcile ten years later. This is the main focus of the novel. It also highlights the prejudice that the black community has against Shadrack, a veteran who is struggling with post-traumatic stress disorder, Nel's mother, Helene, the financially secure arrival from New Orleans, as well as Sula and her grandma Eva. The book describes the agony of black people's post-World War I existence and their conflict with white civilization.

The "Bottom," the land belonging to the black community, is demolished at the beginning of the book to make way for suburban construction. However, there is a sense of loss and nostalgia in the neighborhood stories about how the Bottom used to be a vibrant neighborhood with lush trees, a pool hall, a beauty salon, a church, a restaurant, and many black residents. The locals were singing and joking, and laughing could be heard as far away as the neighboring valley. This black community is effectively rendered homeless, but by continuing the white man's joke that gave rise to the community in the first place, it lightens the agony of displacement (Schreiber, 2010,19). A terrible joke made on a slave gave The Bottom its name.

A white farmer once promised his slave freedom in exchange for some extremely grueling labor and rich bottom land. When the labor was finished, the farmer did release the slave, but he was given a mountainous area of land that had been eroded and was not fertile bottom ground.

The farmer informed the slave that the hilly terrain was "the bottom of heaven," hence it was in fact bottom land (S, 5). Unfortunately, the slave had no knowledge of better, so he accepted the land. The unlucky slave soon learned the truth. He had been duped by his master into accepting a plot of useless farmland.

“The mater said: "Oh no! See those hills? That's bottom Land, rich and fertile"."But it's high up in the hill," said the slave."High up from us," said the master, " but when Godlooks down, it's the bottom.
That's why we call it so. It's the bottom of heaven- best land there is."(S, 5).
This novel's framing captures the agony of black living in white culture: victim, punchline, inferior other. At the beginning of the novel, white people continued to live in the affluent valley level while black people continued to live in the Bottom. The Bottom, with its rich history and cozy familiarity, is now being used for a luxury golf course since the white residents have found its beauty and have purchased the land, forcing the black residents to leave (Ibid).

3- Conclusions

Morrison asserts that racism and slavery are ongoing problems for black people. There is still the belief that black people are inferior to white people and that they are unattractive, respectable, and better looking than slaves. Black people have experienced a wide range of suffering, oppression, and cruelty. It was against the law for slaves to receive an education.

Black people have also experienced different sorts of misery and unemployment. In Morrison's works, white people rule all facets of life and make the crucial choices, and black people submit to them. She makes an effort to highlight the issue of racism and how it affects black people. Morrison implores her characters to shed their conventional and clichéd perceptions and engage in

Through her literary works, Morrison shows that African- Americans face domestic violence and sexual discrimination.

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Subalternity in Anne Frank's *A Diary of a Young Girl*

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Subalternity is a term that is connected to post-colonialism and is used for those who are attacked by the political system due to their differences like race. Subalterns use silence instead of reflecting their voices and are the forgotten species of society. Fear plays an important role in their lives, making them victims who are swallowed by the shadows of a dark totalitarian society. It seems that the social order echoes the idea of freedom of speech, yet subalterns live in bondage. Psychologically, Gayatri Spivak links subalternity to the postmodern period and questions whether subalterns have a voice. It is a rhetorical question and she speaks in a voice that is the complete opposite of subaltern. She represents their direct voice and pays attention to the feminine voices that are the superior part of the subaltern crowd. This research shows the example of a subaltern feminine voice that lives in silence until she is absorbed into the gloom of the social system of Nazi Germany. Her name is Anne Frank who was a German Jew whose family chose to live in silence during the Great War in the Netherlands.

Keywords: Subalternity, Race, Silence, Control, Forgotten

1. Introduction

The theory of post-colonialism is a broad field that mirrors the experiences of racialism and colonialism. Here, the term 'othering' is used, reflecting how the colonized natives are inferior to the controlling system (McLeod, 2000). A major branch of post-colonialism is 'subalternity.' It is a concept that is related to power, democracy and transformation. The Italian philosopher Antonio Gramsci (1891-1937) has coined the term and describes it as a political action of lesser social classes, like religious groups and different races (Verloo, 2016). Furthermore, the Indian theorist Gayatri Chakravorty Spivak (1942-) has connected the concept to postmodern times.

In her essay *Can the Subaltern Speak?* Spivak voices that if "the subaltern has no history and cannot speak, the subaltern as female is even more deeply in shadow" (1988, p. 287). She concludes her work with the answer that they cannot speak, since their voices, and especially the feminine ones, are cut by the dominating group. Subalternity is therefore a continuous and dangerous postcolonial study that is reflected when a political state silences people that actually live in the same region. It is mixed with violence against the lower community. In addition, it is a historical policy that is against equality, as the subaltern people become like forgotten citizens. Without a choice, they become victims to the ruling system and undergo an unthinkable flesh-and-blood suffering, most likely ending up being martyrs. The system may speak of freedom, but what the subaltern people live in is imprisonment. Religious differences might bring death upon the persecuted (Wakankar, 2010).

According to Spivak, the subalterns are those who do not have a voice to speak, but are spoken for. It is based on failures and differences between the subalterns and the ruling system. Hence, subaltern people bear several differences, as their identity, whether it comes to race, class or religious differences. Spivak explains that there is a relationship between women and silence. It keeps masculine dominance in charge. This gesture is similar to the people that use silence instead of words against the controlling system. Silence thus takes place in different fields such as politics, history, sociology and the like. Violence keeps women mute, and this same strategy is used with a violent system against the subalterns (Williams and Chrisman, 1994).

Subalternity is a term that reflects powerless people against the domination of the controlling system. Thus, it is a study about the inferior class that is under the control of the superior one. A fine example is the conflict between the controlling system and the Jews in the Second World War. They are referred to as the colonized people that are within a society that strips them off of their rights and freedom. Hereby, the elite class does not consider them as a part of the nation's history (Erfan, 2019).

Simply, subalternity means alienation from the whole community which leads to inequality. Thus, such individuals cannot represent themselves in front of the political masses. Being stripped from their rights, they are a contrast to the political democracy. In *The Alternative in Eastern Europe*, the German philosopher Rudolph Bahro (1935-1997) describes a society with sages and the subalterns as "those up there and the little people" (1978, p. 146).

2. Anne Frank: A Subaltern Jewish German

Anne Frank (1929-1945) started the diary because of the Second World War. She did not have friends to talk to, so created a friend to talk openly to: her diary named "Kitty." In it, she wrote what happened to the Jews after 1940. They were robbed from their freedom through restricted laws. They were forbidden to use or own vehicles and go out on the streets between 8 P.M. and 6 A.M. They were only allowed to do their shopping between 3 and 5 P.M., and were to attend Jewish schools only. She writes: "You couldn't do this and you couldn't do that, but life went on. Jacque always said to me, 'I don't dare do anything anymore, 'cause I'm afraid it's not allowed'" (Frank, 1945, p. 19).

These laws were so strict that the Jews could not revolt, because they would be killed. That is why the Jews chose silence over speaking up to prevent problems and obeyed the strict laws as much as they could. To choose muteness makes people the subaltern group of society. They are forced to follow political schemes, while they are not counted as a part of civilization. Spivak says that subalternity represents those who are "anonymous and mute" (as cited in Pettan and Titon 231) and their identities have been ripped. To survive, they should not speak publically against the ruling class.

Indeed, the Dutch Jews were required to wear a yellow Star of David with the word "Jood," which is Dutch for 'Jew.' Germans made them wear it as an act of humiliation, isolation and insecurity. Those who refused to wear it, would be fined and punished severely, like imprisonment or even shot to death. Its goal was to single the Jews out of society. This gesture is to mute them as outcasts by the Nazis and consider them to be un-Dutch and inferior to anyone else (Cohen, 2018).

To escape these laws, Frank's father "began to talk about going into hiding. He said it would be very hard for us to live cut off from the rest of the world" (Frank, 1945, p. 25). Otto Frank decided on this, to prevent being seized by the Germans. Gramsci says that a class can be diminished from a social class into an oppressed one because of the hegemony of a political mass, leading to the birth of a subaltern class. This domination is considered as a normal form of the governmental power, as it counts itself as the superior state. Hegemonic rule is the most political power against society. This is what Gramsci calls as the war of position, since the ruling class makes advantage of the weaker groups and silences them with their modern power (Adamson, 1980).

With the help of Otto's colleague Miep Gies and her husband Jan Gies, the Frank family went into hiding behind a bookcase that led to the secret annex. It was located in the building where Otto worked, so the family should be silent as long as possible. The reason for this muteness is because if the workers would hear them, they would inform the Gestapo (Secret State Police) to transfer the Frank family to a concentration camp. Anne was relieved to be still alive, away from the severe outside world. Now that they were counted as a subaltern group, they were split from society and form the most subordinate class from the rest of the inhabitants. This made the subordinates take up their own ideas of survival.

Gramsci agrees that it is mostly religious cases that lead to subaltern causes. The framework of the hegemonic political party against ancient religion is an important activity that is discussed in the modern world. Gramsci sees that subalterns should revolt to strengthen its positive ideologies, because weakness limits strength and strengthens hegemony even more. The English socialist Edward Thompson (1924-1993) says that hegemony causes immense distance between different classes of society. Subalternity should therefore not be ignored but people should defend their modes. However, when silence is chosen, the subalterns are stripped from their identity and would be dominated by a totalitarian nature (Chaturvedi, 2000).

Silence lets a person be haunted with darkness and loneliness. Anne therefore spoke her heart to her diary, saying that "[n]ot being able to go outside upsets me more than I can say, and I'm terrified our hiding place will be discovered and that we'll be shot. That, of course, is a fairly dismal prospect" (Frank, 1945, p. 32). She had plenty of dreams, but could not grant them, because she had to stay in the secret annex until the war was over. Going outside was dangerous, because then they would expose their identity to the ruling power and go into the death penalty themselves. Hegemonic power circles around subalterns from political, economic and social forces, making the lower class outsiders.

Mostly, subalternity has to do with historical conditions. In this case, Judaism had previously been attacked throughout different eras. Thus, the Germans took this fact as a reason to continue such attacks against the Jewish community. Such differences led the weaker groups to flee outside the current state, or hide from it as in the Frank's case, since migration to other lands was not that easy. Continuously, silence brought the ruling system to barbarism, overall dictatorship and stagnation, causing in the urban turn wherein a civilization diminished into a barbarous nation. As the governmental power is the true antagonist, it sees the subalterns as antagonists that they have to get rid of. The bigger the opposing group is the harsher consequences are taken. Hereby, the elites plunder the subalterns rebels and gets rid of the oppressed by force (Ekers et al., 2013).

The subaltern Anne wonders how she has been quiet for three months straight. Subalterns' voices are ignored, distorted and suppressed by the ruling class, making them an insignificant class. Thus, Anne's voice was not heard at the time, but history became her mouthpiece afterwards (Morris and Nicholas, 2018). Anne's voice was swallowed by the political party because whenever she would decide to reflect her voice publically, she would be erased from existence. Hence, it was the best solution to hide her voice from society, but mirrored it in her diary instead. It was her only friend that would listen to her voice even if she was a Jew. In her diary, she does not represent a subaltern character, as she is speaking her mind without being judged.

Concerning the postcolonial context, Spivak identifies the subaltern as the other whether it be gender, class, race or religion. The Indian physicist Homi Bhabha (1909-1966) identifies it as a hybrid that is a mixture of an independent relationship between the self and the other, representing the colonizer and the colonized. The Bulgarian-French philosopher Julia Kristeva (1941-) says that the subaltern goes through the phase of abjectification, which represents a state between subject and object. This reflects ambiguity and marginalized social groups, wherein the self should deal with barbaric violence against their identity. The Frank family was stuck between modernity and tradition that brought force and domination towards their silence. The dominant could not understand anything that opposes their laws and uses power to silence such voices even further (Antonova, 2018).

The reason for the Jews' silence during the Second World War was due to the concentration camps. There, the Jews were not fed, there was no water for one hour a day, one toilet and sink was shared among thousands of Jews and women and children and everyone was forcibly shaved. It was almost impossible to escape and most people got gassed to death. Even though she was a German herself, Frank shares how “the Germans are generous enough when it comes to punishment” (Frank, 1945, p. 49). Gramsci states that the subalterns have their own lives to live, even when they are cut off of the political and governmental residencies. Their system is thus in an antagonistic position in the eyes of the ruling class. That is the reason why subaltern groups are always under attack as part of the plan to be eliminated from the current regime. They cannot unite with the state due to the different personalities, ideas, religion and beliefs (Hoare and Sperber, 2016).

Frank further explained how the Gestapo takes those who talk against the government in as hostages. If the wanted leading figures could not be found, the Gestapo would take five hostages instead. Their names would be announced in the newspapers as ‘fatal accidents’ who would be executed on a certain date. Frank was embarrassed to be a German like the Gestapo, but said that Hitler took their nationality away. Hereby, she agreed that the Germans and the Jews are the world’s greatest enemies. Spivak’s rhetorical question “Can the Subaltern Speak?” echoes how the subaltern’s voice is not heard at the time being, but history furthermore takes that role for them. In this case, Judaism is a traditional religion that Hitler assumed as a superstition and an incorrect practice. He strived to erase the Jews before they would be able to control and spread Jewish beliefs, culture and behaviour (Hedges, 2021).

Even in sickness, the silent family could only get medical supplies from Miep and Jan. For years, they had been cut off from society and got through disease without doctors. This is exactly the case for subalterns. Because of the elites, subalterns are not treated as citizens of a society, since they have no right to question justice. This discrimination creates individualism, universalism and cultural differences. Silence leads to starvation, oppression and migration and so, the subalterns transit from being a part of society to a branch that has to be cut off from civilization. Until the government succeeds in its goals, discrimination, judging, prejudice, racism and labelling will continue. It is a complex debate of exploitation in which the subalterns are tools to the ruling class. So the Second World War is a war between an ancient tradition and a new system. It shows the difference between the two fields that are separated from each other through violence (Santos, 2020).

Since 1942, the van Pels family hid together with the Frank family and Mr. Dussel joined in later that year. He informed the two families how the outer world has been treating the subaltern Jews even worse than before. The Gestapo knocked every door to ask families

if there were any Jews inside their homes. If they would find any Jew, the whole family would be seized. They also offered bounties to anyone who informed them about Jews. Sometimes, Anne looked from the window and saw how Jews were marched toward their deaths, while the Gestapo bullied them violently. Anne thanked God how her family was fortunate to be hiding in the secret annex. Still, she felt terrible that her fellow Jews had to go through this menace while she was safe. “I get frightened myself when I think of close friends who are now at the mercy of the cruelest monsters ever to stalk the earth. And all because they’re Jews” (Frank, 1945, p. 62). Throughout the war, it was a crime to be a Jew, so there were Jews who changed their papers to survive the holocaust under false identities.

The Frank family refused to change their religion or identity cards, and preferred to remain silent while hiding. They were lost in silence and did not know how to respond against the news that Mr. Dussel had brought from the outer world. It is hard to stay silent, while their fellow Jews being dragged to concentration camps. The Jews who were seized also silently followed the Germans’ orders and gave up hope as they were marched towards their deaths. Hence, subalterns are an important political target since they “lack the degree of homogeneity, self-awareness and organisation requires for successfully challenging the dominant class” (Antoni et al., 2020, p. 28). It reflects how the subaltern are robbed from their rights and voices making them uncertain, hesitant and weak. A subaltern should therefore depend on her/his own power to steer life to her/his own destiny. Thus, the subalterns are the smaller group that has to face the harsh outer world of the dominating elite.

Hereby, the subject is “to make the subaltern the maker of his own destiny” (Delanty and Isin, 2003, p. 200). So a subaltern was once a part of society, but is later cut off from it. It means that he has nothing to do with the political party anymore (ibid). Anne admits that it was hard to hold their tongues, especially when the period is unknown. Subalternity is the same as otherness and are silenced by force, otherwise they should deal with political crimes. The law counts them as nonhumans that lack culture. Because they do not speak, they are neither heard nor understood. Hence, Spivak says that subalterns always remain in darkness and are in a blind spot where understanding and knowledge are blocked. The outer world is uninterested in their voices and do not show respect towards them. Instead, when they open up, the other uses power to silence them by ripping them of their identity (Maggio, 2007).

Anne complained how Jewish children came back to their homes from school to find that their parents were taken away. Subalternity refers to silence wherein families are broken apart. Christians also lived in fear, because their sons were sent to Germany. Everyone was scared, as the whole world was involved in this, and Anne felt that the end of war was far away and that they had to keep on being subalterns for a longer time. The relations between subaltern classes and modern democracies form complex associations within a civil society. Such discriminative laws come from Machiavellian characters and represent the moment of dictatorship against the weaker social group. Hitler believed the society would be greater without Jews and that was why he started a regime of evacuating the land from Jews. Gramsci says that it is not the economic structure that determines on a political action, but that it is the governmental laws that are put as a development to the nation. This leads the subaltern group to plan on building their own hegemonic strategy to exit from their current subaltern condition and avoid being swallowed in an eternal subaltern continuous loop (McNally, 2015).

Because silence took over, Anne could only write about her feelings in her diary. She tells Kitty that she "could spend hours telling you about the suffering the war has brought, but I'd only make myself more miserable. All we can do is wait, as calmly as possible, for it to end. Jews and Christians alike are waiting, the whole world is waiting, and many are waiting for death" (Frank, 1945, p. 70). Subalterns are in an open prison without bars but with threatening laws. All they can do now is defend themselves through silence. They do not have a defensive part, which makes them simple, limited and politically restrictive. It is most likely that the subalterns are from a different race, and indeed, the Frank family differ in religion from the ruling class. That is why they had a separate life from the social groups and are disjointed from society. This makes their lives more complex, as they find themselves in situations that are beyond their control. They are forced to live in injustice with the feeling of nothingness. Subalterns therefore surrender to the ugly truth of being the oppressed, while they find it difficult to trust others (Gramsci, 2021).

Through the radio, the Frank family heard how bishops address the Dutch people to fight for the freedom of the Netherlands and religion. Anne wondered if that was justice, but realized that it was too late to help the subaltern Jews. The oppositions between the dominant and the subaltern is a struggle in which the weakest falls into a pit of darkness. Subalterns go through coercion, struggle and lack of communication. They cannot act on free will and have to live in difficult concepts of differences, whether it is political, social, religious, cultural or economic tasks. This leads to a clash between the political and the subalterns and ends in the birth of more political parties to limit and control the subalterns even more. The ruling class may fear that subaltern groups will come to power, so get rid of them little by little in order to rob them from their union. Before a revolution might happen, the political party attempts to silence them (Green, 2011).

In her diary, Anne also shared how the police leader of the Netherlands, Hanns Albin Rauter (1895-1949) announced that he wanted the land emptied of Jews before the first of July. The Jews were transferred to slaughterhouses in hordes which scared Anne. So as not to join them towards their death, the Frank family should hold their tongues for a longer time, no matter how hard that might be. Spivak questions if the subalterns can speak, and concludes that they go through a journey of dangers which are "reaction-formation to an initial and continuing desire to give the hysteric a voice" (cited in Morris, 2010, p. 3). The subalterns are robbed of their voices so that they will remain under the elites. Therefore, they remain in the shadows and encourage the political parties to strengthen their voices and laws. Hereby, the elites erase the subalterns' traces from history and leave their own fingerprints in historiography. Subalterns are thus seen as failures as the dominant power rises above those who are silent.

The frightened Mrs. van Daan expressed his wishes to go to Jerusalem once the war was over. Only there, she would feel home with fellow Jews. Meanwhile, college students were forced to sign a statement to approve of the New Order. Eighty percent signed, because refusal meant being sent to a German concentration camp. It is clear that subalternity is all about who has and who has not got power, and who gains it and who loses it. Hence, the subaltern is involved in the category of the othering. Gramsci says that subalternity is a social conflict of contradiction that is cultural instead of economic or political. Concerning culture, it leads to the clashes between traditions, desires, beliefs and ideals. Bhabha calls this "a binary structuring of social antagonism" (as cited in Beverley, 1999, p. 17) within a contrasting relationship between the subaltern and the dominant groups. This leads to inequality within one nation as its position is in a tumult, which the upper system thinks to

kill with stealing the rights of the weaker group. It thinks to balance the realm through erasing the weak ones and leaving the space for themselves only (ibid).

Living in silence is hard, but being dragged into nightmares is even harder. Therefore, the Frank family had no other choice than to remain silent. Anne feels “like a songbird whose wings have been ripped off and who keeps hurling itself against the bars of its dark cage. ‘Let me out, where there’s fresh air and laughter!’ a voice within me cries. I don’t even bother to reply anymore…Sleep makes the silence and the terrible fear go by more quickly, help pass the time, since it’s impossible to kill it” (Frank, 1945, p. 109).

Silence is similar to roaming in darkness that one cannot escape until the voice breaks. Even sleeping is hard and indeed, Anne was haunted by nightmares and bad thoughts that felt real. When she went to bed, she felt alone and imprisoned. She imagined that the Secret Annex would catch fire and put it as a possibility that might happen soon. She even felt like the world would not be normal for them after the war, as if they would be like the blue sky surrounded by black clouds. That would leave them in a small area where they would be safe and leaving this spot was dangerous. Even then, they felt like they had to remain silent as subalterns.

Anne remembered a Jewish friend who certainly might be in a concentration camp. Anne knew she could not help her, or she would share the same fearful fate. All she could do for now was looking down how her fellow Jews were being captured, while praying for them in silence. This case dragged the subalterns to the lowest stage of society while the elite were high above. The contradiction of the dominant and the subaltern classes led the latter to educate themselves out of the circle of the government. They dug deep for the truth in silence, yet still avoided the deceptions of the higher classes. This put the subalterns in a nonstop struggle against the self and the other.

Anne wondered if there would be someone who could accept her as an innocent Jew. She was also sure that she could not share her pain with anyone, because that would leave her in agony. All the violence the Jews were going through now was forced upon them and there was nothing that they could do about it. As subalterns, they had no human rights, agency and identity by the social status. This class division broke this subaltern group off from society and were considered to be the oppressed and deserted. They were erased from the hierarchy and had to act for themselves. This resulted in the birth of a new class that wanted to survive through patience instead of action in order to protect themselves. The strongest reason that they were counted as the subalterns is that they did not know how to become a state and were therefore the weaker group that has nothing more than the self. They remain in the same position until someone else spoke out for them and saved them from this injustice (McNally, 2015).

Throughout the days of world war, Anne wrote that similarly, millions of Jews in Poland and Russia were treated in the same horrific manner. Their silence had brought them into gas chambers and other fatal ends. All of this news frightened Anne and she imagined that she would end up in the same situation. Silence had robbed her from the thoughts of freedom and now she accepted the thought of death. She knew that even if subalternity ends in death, that life would go on without her. She tried to remain silent as long as she could, but if matters went out of hand, she just would let it be. All she could do was hope for a good ending. Anne even missed to cry but silence would not let her. She could only cry in silence and had to force down her cry until the end of the war.

Even if subaltern Jews swallowed their voices during this war, they knew that after the war there would be some voices left who will break their silence and leave a historical touch behind. It is almost impossible to clean out an entire race from their roots and to possess their identity completely. They knew that there were people who would listen to their sad voices and speak out for them, or if they were strong enough to speak up for themselves. Thus, subalterns have hope even if it is a slight percentage. Only then, they would not be subaltern anymore since their voices would break through silence. It is known that there is always a boundary to forcing to be silent and subaltern have to pick the right moment to speak out (Surin, 2009).

Peter van Pels told Anne how he wished to become a Christian after war, but admitted that he would never feel like one. All he wanted was that people would never know that he was a Jew, yet knew that the Jews are the chosen people. Anne hoped that they would be chosen for something good in the end. She hoped that all of this torture and especially silence would lead to a worthy blessing from God. She believed that if it was not the people who can hear the subalterns, God would probably hear their pain within their hearts. She compared her past with her sudden present of truth and saw how much they had suffered as Jews. Her past freedom seemed like a dream and wondered if she could ever taste it again. Cultural differences are not natural but they are pressed against the human balance. The German government did not allow Jews to be on a balanced scale with them, and tried to drag them below equality and rights.

Continuously, Anne wrote that they were treated like Jews in chains. Still, they had to be strong through silence to be treated like normal people someday instead of Jews. She believed that Jews will be a great example after God would save them from this war. She even believed that Judaism would teach people about goodness and therefore chose to stick to her religion, no matter how hard that might be. She knew that it was the Jews' duty to be patient and brave without complaining to reach the goal of freedom. Jews have been suffering for ages and this is what makes them stronger. Every time Anne heard some bombing nearby, she was ready for death. Still, she wished to be a Dutch citizen afterwards. For the moment however, she knew she was forced to be a subaltern but she knew that after war, she could be herself. "I'll make my voice heard, I'll go out into the world and work for mankind! I now know that courage and happiness are needed first!" (Frank, 1945, p. 192).

Most people and especially Christians looked down towards Jews. They had become anti-Jews and counted them as traitors against Germany. Anne protested that if the Christians were in the same position of the Jews, they would do the same. Christians were being sent as soldiers to Germany and other European countries, so they blamed the Jews for all of this jeopardy. Anne saw that the Jews were in a greater pain and that they remained silent while they marched towards their deaths. "Could anyone, regardless of whether they're Jews or Christians, remain silent in the face of German pressure? Everyone knows it's practically impossible, so why do they ask the impossible of the Jews? (Frank, 1945, p. 218). Here, Anne felt that the government was the external world while she was hiding inside a cut off place.

Anne tells her diary that it was unfair "[w]hat one Christian does is his own responsibility, what one Jew does reflect on all Jews" (Frank, 1945, p. 219). She could not believe how the Dutch remained silent on what was happening against the subaltern Jews. She feared that if the Dutch remained silent, the Jews would be forced to leave Holland. This step was hard for Anne, because she loved this country and had so many dreams in the future.

She never gave up hope and believed that this silence would break one day and that she could grant all of her wishes one day, because she knew that "a quiet conscience gives you strength!" (Frank, 1945, p. 234).

Despite being excluded individuals, the Jewish subalterns were still hoping for emancipation. They had become political subalterns which means that they lacked social rights and were similar to outcasts. Their religious cases put them in a situation of exclusion, separation and segregation from the modern world. They were thus interwoven into a condition of past influence, present and future development of subalterns' lived experiences (Zene, 2013). Anne agrees that

> dreams and cherished hopes rise within us, only to be crushed by grim reality. It's a wonder I haven't abandoned all my ideals, they seem so absurd and impractical. Yet I cling to them because I still believe, in spite of everything, that people are truly good at heart. It's utterly impossible for me to build my life on foundations of chaos, suffering and death. I see the world being slowly transformed into a wilderness…And yet, when I look up at the sky, I somehow feel that everything will change for the better, that this cruelty too shall end, that peace and tranquility will return once more (Frank, 1945, p. 238).

Even though she put death as a harsh reality that may happen sooner than expected, she still had hope for freedom. Little did she know that the end was very near, which would crush their silence into an eternal darkness.

Indeed, Anne's last words to her diary were that she would "keep trying to find a way to become what I'd like to be and what I could be if…if only there were no other people in the world. Yours, Anne Frank. ANNE'S DIARY ENDS HERE" (Frank, 1945, p. 241). The people who hid in the Secret Annex were arrested by the Gestapo through betrayal. Like other Jews, the eight residents were transferred to a concentration camp in Amsterdam. Some of them died in gas chambers, others by hunger, while others died by sickness. Also, Anne and her sister were separated from their parents and were transferred to Germany. In the camps, there was no hygiene and Jews lived like abandoned animals in stalls. That is why typhus broke out and took the lives of thousands of Jews, among them Anne and her sister. The girls' bodies were most likely dumped in mass graves. Anne's father Otto Frank was the only one who survived and strived to keep Anne's dream alive by publishing her diary around the world.

3. Conclusion

Because Germany was under the control of a dictator, people were not allowed to speak up when it came to politic matters. This was especially the case when it came to Jews. The head of the dictatorship was Hitler, who formed Nazi Germany and punished Jews severely through torture and death. That was exactly why a lot of Jews fled Germany to neighbouring countries. Still, Germany's neighbouring countries, like the Netherlands also got swallowed by the Second World War.

An example of this case is Anne Frank. She was born in Germany and fled with her family to the Netherlands to seek safety from the hands of Hitler's capitalist system. Sooner than later, even the place that seemed to be far away from the wicked system, got involved and they were encircled. This situation forced the Frank family into hiding. They had some friends who would cover up for them and helped them to safety. This was done by allowing them to hide behind a secret bookcase that nobody knows of. Silence played a major role in

this lifestyle and they were not allowed to leave this place so as not to be arrested as Jews. The plan succeeded for some period of time, but it seemed that some traitors were lurking in the picture. The silent voices were discovered and they were arrested. Earthly silence ended with eternal silence, as they were sent to a camp where they met their fatal end. Except for Anne's father, Otto Frank, who has found Anne's diary and decided to publish it. And so, Anne's subaltern voice became a celebrated voice that echoes globally.

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